THE ASSOCIATION OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA

The 62nd TEFLIN

International Conference 2015

Denpasar, 14th - 16th September 2015

PROCEEDINGS

Teaching and Assessing L2 Learners in the 21st Century

BOOK 1

**ENGLISH DEPARTMENT
FACULTY OF LETTERS AND CULTURE
IN COLLABORATION WITH
POST GRADUATE STUDY PROGRAM UDAYANA UNIVERSITY**

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AS A FOREIGN LANGUAGE
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Jl. HR Rasuna Said
Jakarta 12940, Indonesia
T: +62 21 521 3350
ialfjkt@ialf.edu

Surabaya
Jl. Sumatera 49
Surabaya 60281
Indonesia
T: +62 31 502 6400

ialfsby@ialf.edu

Bali
Jl. Raya Sesetan 190
Denpasar
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Indonesia
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ialfbali@ialf.edu

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FOREWORD

These proceedings are a collection of papers presented at the 62nd TEFLIN International Conference held in conjunction with the celebration of the 53rd *Dies Natalis* of Udayana University held in Sanur Paradise Hotel from 14th through 16th September 2015. The theme of this year's conference is *Teaching and Assessing L2 Learners in the 21st Century*. The papers were selected out of 503 papers presented covering issues of English-language teaching from the perspectives of (1) Language Policy and Planning in Assessment, (2) Quality Assurance in ELT, (3) 21st Century Language and Communication skills, (4) Assessment in Character Education, (5) Rotes of ICT in Teaching and Assessing L2 Learners, (6) English for Young Learners, (7) Innovations in Teaching and Assessing, (8) Best Practices in L2 Teaching and Research, (9) School-based Assessments, (10) English for Specific Purposes, (11) Standardized Tests of English Proficiency (e.g. KLTS, TOEFL), (12) English for General Purposes, (13) The National Examinations and their Impact on L2 Learning, (14) Translation in Language Teaching, (15) Teacher's Professional Development, and (16) Literature-Based in Language Teaching.

We would like to express our sincere thankfulness to those who presented their papers at the conference. We also wish to thank the students at the English Department, Faculty of Letters and Culture, Udayana University who have assisted us with the typesetting for the format of the proceedings. More importantly, we express our gratitude to the board of reviewers who have worked hard in reviewing the submitted papers selected for the proceedings.

Denpasar, September 2015
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THE EFFECTIVENESS OF USING CARICATURE MEDIA IN TEACHING ARGUMENTATIVE WRITING AT SECOND YEAR STUDENTS OF SMA PGRI 109 TANGERANG A CLASSROOM ACTION RESEARCH)

Ikhfi Imaniah
iqvee.sorrow@gmail.com

ABSTRACT

The aim of the research was to know the effect of caricature on students' ability in developing argumentative writing, while the methodology of the research was Classroom Action Research (CAR. The researcher applied three meetings on each cycle; two meetings for the teaching and learning process and one meeting for the evaluation or the test.

The scores were taken from the essay tests of the argumentative writing which given to the students on cycle 1 and cycle 2. Those scores have to be counted to find whether there was improvement on students' ability in developing argumentative writing by using caricature.

The result of the students' average score on cycle 1 was 59.2 and the result of the students' average score on cycle 2 was 66.17. So, there was increasing score from cycle 1 to cycle 2. The gain from the increasing was 6.97.

From the evidence above, the researcher concludes that there is positive effect of the using caricature in teaching argumentative writing. The students who are taught by using caricature have better writing ability on developing argumentative writing than those who are taught by using traditional method. The students more active in the class and the students more interested in developing argumentative writing by using caricature media. As suggestion, the researcher hopes that the teachers have to be able to choose appropriate method in teaching English.

Keywords: Caricatures, Argumentative Writing, Classroom Action Research

1   INTRODUCTION

Language is human speech. Language is the most effective way of communication. It allows people to talk to each other and to express their thoughts, feelings, and ideas. According to Raimes (1983: 3), communicating with other people means understanding and talking to them, reading what they have written and even writing to them. Language is so crucial that we cannot think of a world without it.

People need to communicate by listening, speaking, reading and writing. People called them the four language skills. When a student learns a language, she or he is expected to master those four skills. If someone really wants to acquire the language, they have to learn those skills, all skills are essential in learning a language. Since most people consider writing as the most difficult one out of the four skills, therefore the researcher hopes to discuss the skills in a more specific scope.

Some of senior high school teachers in Tangerang may wonder why it is not enough to teach the students how to speak English adequately, won't they then obviously be able to write it. Not necessarily, for writing is not simply speech written down on paper. Learning to write is not just a "natural" extension of learning to speak a language (Raimes, 1983: 4). People can see that there are a lot of readers then the writers itself. Everybody is able in doing writing but not all of the people are good in doing writing. Good in writing means that someone should have a good skill in writing, have a lot of experiences in reading many sources and respect in surrounding.

Writing is important; people begin to ponder its various elements centuries ago, striving to learn how and why writing works. Allyn and Bacon (1994: 15) states:

"Writing is especially important as the means for all lasting human communication; our beliefs, histories, laws, contracts, deeds, and wills all find permanent form in writing. As we interact with one another, we use writing to describe, to narrate, to explain and to persuade. Consequently, there developed various field of study devoted to writing, each with its own designation."

According to Allyn and Bacon, the researcher concludes that writing is one of the important means as communication to each other and most of people know, for instance, that grammar is one of those fields which are related to writing.

In writing, one's ideas will be explored and the reader could read our writing. This skill activity is different than other skill activity such as speaking, listening and reading. The impression and information sometimes are missing and couldn't be repeated. Here is the advantage of writing, most writing takes time, it is planned and we can go back and change what we have written.

There are three types of writing based on the effect that writing is supposed to have on its audience. They are narrative-descriptive, exposition and argumentation (Allyn and Bacon, 1994: 27).The purpose of argumentation then becomes the addition of new information or more often the discussion of known information in a way that will persuade readers to change their minds about the subject, adopting instead the writer's opinion on the matter (Allyn and Bacon, 1994: 27). Argumentative writing is used to influence the readers by saying the fact and prove what he/she said in his/her writing using logic and objective data, so the readers believe in it. So, the researcher concludes that in writing argumentative; the writers do not only express his/her thought but he/she also should prove it in fact.

Argumentative does not only require an opinion to the topic or phenomenon discussed, but it also deals with a plan and an ability to construct a well-organized paper. Argumentative writing includes an argument, perspective and values relevant to the topic, facts, statistics which should support the argument, conclusions communicated to the reader so that there are no doubts concerning the validity and accuracy of findings and arguments.

Moreover, argumentative writing requires attention and concentration on the topic and data. It also requires good ability in language, the strategy of persuading reader about the fact and the right expressing of the writer's thought. The teacher should give students the task to write argumentative writing without several explanations of argumentative writing itself to explore the students' thought to make a good writing. Therefore,the use of media is a must, such as using a picture as visualization to get through the topic.

As the researcher's observation in SMA PGRI 109 Tangerang, English teacher still uses traditional method, such as using text book as one of the learning materials and the students still have no good ability in doing writing especially in argumentative writing because they consider that in composing argumentative, they feel difficult to explore their

ideas, they do not only explore their ideas but also they should elaborate through logical and rational evidences to be accepted to the reader. Those kinds of fact caused by the teaching learning process are not having variation and the teacher as the central of learning, so the students are passive. Teachers should be creative in transferring the knowledge to students. Nowadays, there are many ways to explore students' creativity in writing, such as using a good method, approach or even media.

According to Bowker (1991),the media includes 'television, film, video, radio, photography, popular music, printed materials, books, comics, magazines and the press, and computer software(Citied in Goodwyn, 1992: 28). Furthermore, Raimes (1983: 27) states writing English acquire valuable resources in pictures, drawing, photographs, poster, slides, cartoons, magazines, advertisements, diagrams, graphs, table, charts, and maps.

Therefore, the teachers of senior high school should be creative to choose imaginative, attractive, and enjoyable materials. As one of the waysfor students to find out their ideas in developing argumentative writing; the researcher is applying caricature in argumentative writing to the students.

Caricature usually shows in funny politician feature and more often it offers serious arguments on events and in the news which is commonly used in editorial cartoons (Crusius&Channell, 2003: 76). People can find caricature in mass media which is containing of irony to the government and about society and politics. By using caricature media, the researcher believes that the students will be better to explore their ideas in developing argumentative writing; theyfeel their surroundings and know about the hot news in their society.

According to Piaget, around age 11 until 16 is the formal operational stages, this period the children could operate the logic formal (rational) and cognitive skill, for example they can explore the real object that they can see (citied in Brown, 2000: 61). So, this research of developing students' argumentative writing through caricature is appropriate with students' ability of senior high school around 14 until 16 of ages.

In conclusion, the researcher believes that caricature will be imaginative, attractive, and enjoyable materials to improve students' ability in developing argumentative writing.

2 RESEARCH METHOD

The researcher conducted Classroom Action Research (CAR) as a research methodology because the researcher did the improvement on students' ability in developing argumentative writing by using caricature media. According to Kemmis (Citied in Hopkins, 1993: 45), he writes that action research:

> *"...is about systematic study at attempts to improve educational practice*
> *by groups of participants by means of their own practical actions and by*
> *means of their own reflection upon the effects of those actions."*

So, Classroom Action Research was a specific process for problem solving, verification, and discovery. The process can be used by an individual, teachers or students, but experience indicated the process works best through cooperation and collaboration. This research conductedin the micro scale because it happen in the classroom when the teaching learning process of argumentative writing.

3 FINDINGS AND DISCUSSION

3.1 Description of the Research

This Classroom Action Research conducted in SMA PGRI 109 Tangerang at XI IPA 2 with the number of students was 35 students. SMA PGRI 109 Tangerang is one of private schools in Tangerang with accreditation A. It places at UntungSuropati II Street number 14. Even though SMA PGRI 109 Tangerang is a private school, but the rules of school was the same as the state of school. The students must enter the school at 06.45, if the students did not obey the rules, so they got punishment. Because of that, the students were discipline and the teacher start the lesson on the time.

When the researcher did the identification at second year students of SMA PGRI 109 Tangerang especially at XI IPA 2, the condition of the class was crowded but they were enthusiast to the English lesson. At that time, the students studied about argumentative writing and the teacher only used the traditional media; they were text book and whiteboard. Furthermore, the researcher found that the students have problems in developing argumentative writing. The problems were the process of argumentative writing was not enjoyable, the students were difficult to explore their mind to developed an argumentative writing, they lack of practice, and they were afraid in making mistake while developed an argumentative writing. Based on the identification, the researcher concluded that there must improvement on students' ability in developed argumentative writing, because students have not good ability in developed argumentative writing.

Dealing with the problems above, so the researcher tried caricature as a media of learning to improve students' ability in developing argumentative writing. The researcher did Classroom Action Research to know the learning process of teaching argumentative writing by using caricature media and the improvement of students' ability in developing argumentative writing. This research did in 6 meetings every Monday and Thursday. This research did in 2 cycles; each cycle was in 3 meetings. On cycle 1 and cycle 2, there were 2 meetings and 1 meeting for the test.

On cycle 1, the researcher found that the students more interested in argumentative writing by using caricature. It showed from the students' activity, the students more active and they were easy to explore their ideas in developing argumentative writing. But the students need improvement to increase their ability in developing argumentative writing on cycle 2.

On cycle 2, the researcher did the improvement on students' ability in developing argumentative writing by using caricature media, because the students' score on cycle 1 to cycle 2 was increased.

This research was involved the observers which collected the data and observed the teaching and learning process. There were three observers in this classroom action research, two observers to observed the students' activity and one observer to observed the teacher's activity in teaching and learning process. The observation did to described the teaching and learning process of teaching argumentative writing by using caricature media.

Based on those writing aspects, on cycle 1 the researcher found that the students' average score on all writing aspects were 3 points. The researcher concluded that on thesis, the students cannot put the central ideas and lack of specificity, they only explained the general one about the topic, so their writing lack of specificity. On giving the reasons, the students still gave the basic reasons and explanations. They didn't explain detail reasons about the issues on their writing, they only gave general reasons; so it didn't persuade someone to agree with their reasons. On evidences, the students gave their own examples without gave the authentic evidences such as from magazine,

newspaper or other sourches. On organization, the students lack of rethorical strategy to organized their argumentative writing. They didn't know to arrange their ideas became good argumentative writing, they only explore their ideas without using a good strategy. The last writing aspects was grammar; the students made one's serious error grammar and repetitive sentences. The students commonly used repetitive sentences that would not be effective, thus it made the readers were confused.

Furthermore, on cycle 2 the researcher concluded that on thesis, the same as on cycle 1, the students cannot put the central ideas and lack of specificity, so their writing would not be interesting. On reasons, the students supported their argumentative with reasons and explanations but still there was gaps in explanations; on evidences, the students gave their own examples without gave the authentic evidences such as from magazine, newspaper or other sourches; on organization, the students lack of rethorical strategy to organized their argumentative writing. Most of students didn't use conjunction among the sentences, they only used the simple conjunction; such as *but, and, beside that, and then*. The last writing aspects was grammar; the students made one's serious error grammar and repetitive sentences.

Moreover, according to the tests that researcher did on cycle 1 and cycle 2 for the improvement on students' score of argumentative writing, the researcher concluded that caricature was attracted the students to develop argumentative writing. By using caricature, the students explored their ideas because they imagined what the caricature has described on its funny picture with the issues that recently happen on students' surrounding. Here was the table of students' improvement in developing argumentative writing by using caricature on each cycle.

Table 2
Students' argumentative writing score

Students' Average Score on Argumentative Writing		Gain
Cycle 1	Cycle 2	
59.2	66.17	6.97

The success of indicator on cycle 1 and cycle 2 showed in the diagram below:

Diagram 1
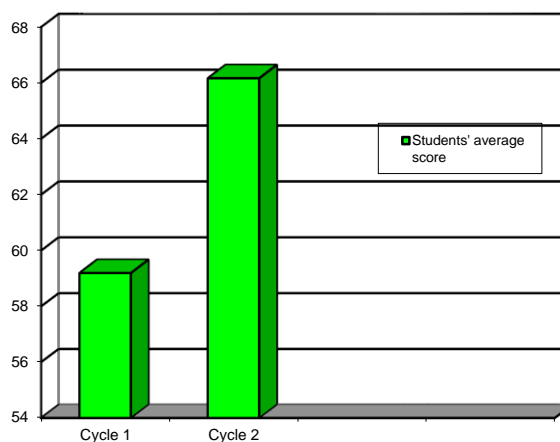
The diagram 4.1 showed that the using of caricature increased students' interested in developing argumentative writing, so there was improvement on students' ability in developing argumentative writing.

When the teaching and learning process, the condition of the class was crowded. Eventhough the condition of the class was not condusive and the class was very crowded, but the students noticed to the lesson that the teacher gave. It showed that the students interested in caricature.

3.2   Students' Activity

The teaching-learning process of argumentative writing by using caricature was the new thing, so at the first meeting of the teaching-learning process; the conditions of the class were crowded and were not conducive. The students still confused on the using of caricature in developing argumentative writing. But after the teacher explained to the students, they were enthusiast to the learning process of composing argumentative writing by using caricature.

While the students developed the argumentative writing based on the caricature that the teacher has given to them, sometimes the students were difficult to found the words because some of students lack of vocabularies. Then the students asked the vocabularies to the teacher or found in the dictionary.

Based on the students' observation, the teaching-learning process of argumentative writing by using caricature increase students' interested in developing argumentative writing, because on the learning process the students paid attention to the materials carefully, quite in the class while the teacher delivered the materials, the students asked some questions to the teacher and they gave opinions of the materials. Furthermore, while the students developed an argumentative writing, sometimes they discussed with their friends about the difficulties of the materials.

3.3   Teachers' Activity

The activities that teacher most did explained the aims of the material, mastered the class, mastered the materials, explained the materials, asked questions to the students, wrote the materials in the white board, gave assignment to the students, used media while teaching and gave conclusion about the materials with the average 100. The activities that the teacher seldom did, the teacher discussed the materials with the students, gave an opinion, checked students' assignment and listened to the students' assignment with the average 25.

Here, the role of the teachers within autonomous learning clearly falls within the framework of interpretation teaching. Terms proposed to describe the role of the teachers within this framework include facilitator, helper, coordinator, counselor, consultant, adviser, knower and resource. Furthermore, Vooller (1997) argues thatin a detailed review of the literature on teacher roles in autonomous learning, reduce these to three: *facilitator*, in which the teacher is seen as providing support for learning; *counselor*, where the emphasis is placed on one-to-one interaction; and *resource*, in which the teacher is seen as a source of knowledge and expertise." (Citied in Benson, 2001: 171)

So, here the teacher acted as a facilitator, counselor and resource; in which the teacher was seen as providing support of learning in developing argumentative writing by using caricature media, the teacher placed on one-to-one interaction when the students asked the difficulties of the materials then the teacher helped them, and the last the teacher was seen as a source of knowledge and expertise when the teacher explained the materials to the students and mastered the materials.

4 CONCLUSION AND SUGGESTIONS

4.1 Conclusion

Writing is the most important skill that should be mastered by the students of senior high school. In teaching writing, the teachers have to choose appropriate method and media which can develop students' ability. Based on the researcher's observation in SMA PGRI 109 Tangerang, the English teacher still use traditional method without using any kinds of media and the students still have not good ability in doing writing especially in argumentative writing because they consider that in composing argumentative, they hard to explore their ideas, they not only explore their ideas but also they should elaborate with logic and rational evidences to be accepted to the reader.

Dealing with the problem, the researcher did the research about the implementation of caricature in teaching argumentative writing. In the research, the researcher conducted the Classroom Action Research (CAR) at second year students of SMA PGRI 109 Tangerang in the academic year of 2009/2010. The researcher conducted 2 cycles which consist of 4 meetings for the teaching and learning process and 2 meeting for the evaluation of cycle 1 and cycle 2.

In the research, the researcher found the improvement of students' ability in developing argumentative writing. On cycle 1, the students' average score was 59.2 and there was improvement on cycle 2 with the student's average score 66.17. Therefore, the researcher concludes that caricature could be used as learning media in teaching argumentative writing because the using of caricature increased students' interested in developing argumentative writing, so there was improvement on students' ability in developing argumentative writing.

Based on the students' observation in teaching and learning process of the argumentative writing by using caricature the students more active, it was showed that the students' interested in giving their opinions and asking a question to the teacher. Furthermore, based on the teacher's observation; the teacher acted as a facilitator, counselor and resource; in which the teacher was seen as providing support of learning in developing argumentative writing by using caricature media, the teacher placed on one-to-one interaction when the students asked the difficulties of the materials then the teacher helped them, and the last the teacher was seen as a source of knowledge and expertise when the teacher explained the materials to the students and mastered the materials.

4.2 Suggestion

According to the achievement that the students got, the researcher would propose these suggestions:

- In teaching argumentative writing, the teachers may use visual material for the enjoyable learning and teaching process, such as caricature.
- Caricature as a media of learning could increase students' imagination of the issues that recently happens into argumentative writing.

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THE USE OF STORY REENACTMENTTO TEACH ENGLISH FOR YOUNG LEARNERS

Agus Sholeh
English Education Department
Faculty of Teacher Training and Education
Kanjuruhan University of Malang, East Java
Jl. S. Supriadi No. 48 Malang-Indonesia

Abstract

Children are easier to interpret the meaning of a sentence without having to understand the meaning of each word, children are very creative in using the language, they like to repeat the words they do not understand and put these words in their sentences, children have a good capacity in learning indirectly, and they also have a strong ability to play. The use ofstory reenactment can create a good atmosphere in the classroom more alive and meaningful, besides, the students can more easily understand the English lessons. The expected outcome of this study is to solve the lack of interaction in the learning process and the increased ability of teachers in the creation of media and the teaching strategies that they use in teaching and learning process.

Keywords: Story Reenactment, English for Young Learners

1 BACKGROUND

Older people require children to attend extra hours outside their school. This can make them become confused at the age of supposedly still in the stage of learning while playing.To minimize the problems, there must be an effort to restore the class into the playground, sing, and move freely and creatively event for children. For his own language teaching approach that needs to be done in accordance with the age of the children themselves. So it feels more natural language learning and the child does not feel burdened. To revert this situation, researchers propose a model of language learning by using a story reenactment, which is a blend of theory and practical experience. This model is to help the child to grow multiple intelligent and critical thinking, and to insert the moral message as the moral basis for early childhood education.

Through this story, teachers can insert moral message based on the circumstances of children from an early age. To implement this model, it is necessary to develop professional educators to have a high creativity. This research is to increase teachers' competence and creativity of early childhood, but also to develop a model of a story reenactment story that can be implemented in all early childhood.

2 PROBLEM STATEMENT

Based on the background above, this research focused on the following issues:

    (a)   Howare the application of story reenactment to teach English to young learners?

(b)   b. How can story reenactment improve students' language skills?

3   LITERATURE REVIEW

3.1   Early Childhood Cognitive Development

Children at this age can speak in endless sentences and are also interested in the interesting story. They do not have the ability to concentrate for long periods of time without a lot of support, and they wander in the game and their conversation. Children during this period has still relatively little understanding about the world in which they live and have little or no control over it.

According to Piaget, children's language acquisition reflects their capacity appears to think representational. The ways in which children think about the world, however, still primitive - *a dream comes from street lamps, we think with our ears, the cloud is alive, and the sun follows us when we move*. Piaget suggests that 3 -, 4 -, and 5-year-olds make mistakes because they are still able to engage in the right mental operations.

Therefore, it is called "preoperational." According to Piaget, a key feature of the pre-school of thought is that children can only focus their attention on one aspect that stands out at a time. This limitation is overcome at 6 or 7 years, when the transition to concrete operational thinking appears. When this happens, children are capable of combining, separating, and mentally transform information logically. They know that the sun does not follow them, and dreams do not come from the street lights.

Preoperational intelligence differs in many ways from thinking of children who are older and adults and sometimes puzzling and confusing for parents and caregivers. According to Piaget, preoperational thinking not only logic but also egocentric. This kind of selfish marked with a 4-year statement, "Look Mommy, the month following me wherever I go." Another characteristic known as completive thought, an idea chaining where each associated with a before and after an integrated concept. The third characteristic is the preoperational thinking capacity for deferred imitation which allows children to engage in pretend games.

3.2   Acquisition of Language

A dramatic achievement during this period was the acquisition of language. At the end of the growth period, children learn to pronounce words andthey can also understand some of the language used around them. About 2 years old, their ability to use language suddenly rising quickly. The size of the increase in vocabulary and they begin words together in short sentences. The ability to represent objects, people and events through language, developed at about the same time as the representation of children imitating, playing and other measures. While the representation is not necessary in the individual simple words, necessary to arrange words into a simple report. Despite intensive research, the process of language acquisition remains elusive, and there is no single theory has been quite mystery. What is clear is that children's vocabulary growth and their increasing ability to use complex sentence structures accompanied by a corresponding growth in their ability to engage in conversation with precisely tailored to the needs of listeners, requires the participation in human interaction responsive and rich exposure to the environment language (Bruner, J. 1983). Most research on language development has focused on how children acquire the rules that govern the use of our language.

3.3   Early Child Development

Learning method according to the year of birth until the age of six years usually determines the personality of the child. In the early years these children have sensitive periods or sensitivity to learn or practice something. Stages of child development according to Montessori (in Yuliani, 2010) as follows:

- From birth until the age of 3 years, children have sensory sensitivity and power of thought that has begun to be able to "absorb" through sensory experiences.
- Age and a half years to 3 years, began to have sensitivity and very precise language to develop language (talking, conversing). Past the age of 2-4 years old, muscular movements can be coordinated with a good start, interest in small objects, and is aware of the sequence of time
- The age range of 3-6 years, there was sensitivity to sensory affirmation, sensory sensitivities, particularly at about 4 years of age, they have the sensitivity to write and at the age of 4-6 years, they have a sensitivity reading.

3.4   Development of Multiple Intelligence

Gardner (2004) stated that Multiple Intelligence (multiple intelligence) is a child's ability to solve problems or do something that no value in everyday life. Gardner argues that intelligence nine categories Linguistic / Verbal Intelligence; Logical Intelligence; Spatial Intelligence; Kinesthetic Intelligence; Musical Intelligence, Inter-personal Intelligence; Intra-personal Intelligence; Naturalistic Intelligence and Existential Intelligence. Learning process on the young learners should be able to develop the intelligence ninth, and as a form of treatment that is given should also pay attention to the characteristics of each stage of child development.

Playing Based Learning have shown that learning for the young learners would be more productive if done while playing. The theory behind this statement is a psychological theory and cultural theory. JA Brewer (in Anggani, 2001) states that the play supports the development of all aspects of child development because it is stimulated, the physical development of fine and gross motor, intellectual, language, social, and emotional.

Docket and Marilyn (Sudono, 2001) also stated that when children play will take place the process of meaningful symbolic, active, fun, and no intrinsic motivation, but it also is a simple provision that followed occurred. Hence, in the play, children can express themselves without any fear and anxiety heckled, all of this can be inhibiting children acquire the knowledge, skills and sufficient skills.

3.5   Strategy "Reenactment Story" (Turning Story)

This strategy gives learners an opportunity to demonstrate the story after they read or hear stories from teachers. This strategy also involves students to prepare equipment or supplies that will be used to demonstrate the story so that they increasingly understand and appreciate the story and use the language or vocabulary of a story they have read or heard.

The equipment for reenactment story can be in the form of costumes for students to use in the show or in the form of cardboard boxes, clay, flannel, photo laminated or printed images from magazines and drawings that are downloaded from the internet. An important part of the effectiveness of this strategy is the active involvement of students in

discussing the plan demonstrations and student involvement in the creation of equipment or equipment demonstration.

3.6   Story Reenactment stages:

(a)   Reading story: read stories to the students or students who read the story.

(b)   Retelling: tell the students to tell a story in the order or the equipment needed to demonstrate the story.

(c)   Creating visual equipment: prepare material for use in a demonstration. Material for equipment can be in the form of clay and equipment to paint. It is necessary to involve students in property or equipment makers to demonstrate the story.

(d)   Save supplies. After the property is created, painted and put into boxes according to the order of the story. The box could be in love with a photo label so that students easily identify equipment story.

(e)   Use equipment story to tell: The motivation of students to use the equipment and demonstrate the story in collaboration or in small groups.

(f)   Assessing the results of the story: listen to the story and to motivate students to use the "language or vocabulary in the story or book. This opportunity is to document the use of the language and record stories of students. Note the completeness of the story of students and their involvement in the case of "major events, characters and students' understanding of the story.

3.7   Characteristics of Children in Language Learning

According Haliwell (1992: 3) concludes the characteristics of children that can provide benefits when they learn the language, namely:

(a)   Children easier to interpret the meaning of a sentence without having to understand the meaning of each word.

(b)   Children are very creative in using the language. They like to repeat the words they do not understand and incorporate these words in their sentences.

(c)   Children have a good capacity in learning indirectly.

(d)   Children have a strong ability in play. The use of games and songs have a huge advantage in learning a foreign language.

(e)   Children clever imagination, children are more likely to fantasize and imagine. Language teaching should use a real object, without having to leave the imagination and fantasy of children.

By knowing the characteristics of children, teachers can solve the problems that occur in the classroom and the teacher can teach English to the children well.

4   RESEARCH DESIGN

This study uses descriptive qualitative considering some qualitative characteristics contained in the data analysis. First, the study was based on a real or natural setting that is based on the real conditions. Second, this research data in the form of products storybook for children and textbooks that will be used for teaching English for young learners. The third reason is in line with the opinion of Bogdan and Biklen (1998) which say that the

descriptive qualitative has five characteristics, namely: naturalistic, descriptive, process, inductive, and meaning.

So this study emphasizes descriptive data describing the phenomena,then convert the data in the form of numbers. This study tries to overview the Learning Model home made story book and a story reenactment which can improve children's ability to speak without leaving the national culture and character of the

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│   FORMULATING THE PROBLEM AND OBJECTIVES OF    │
│                   RESEARCH                     │
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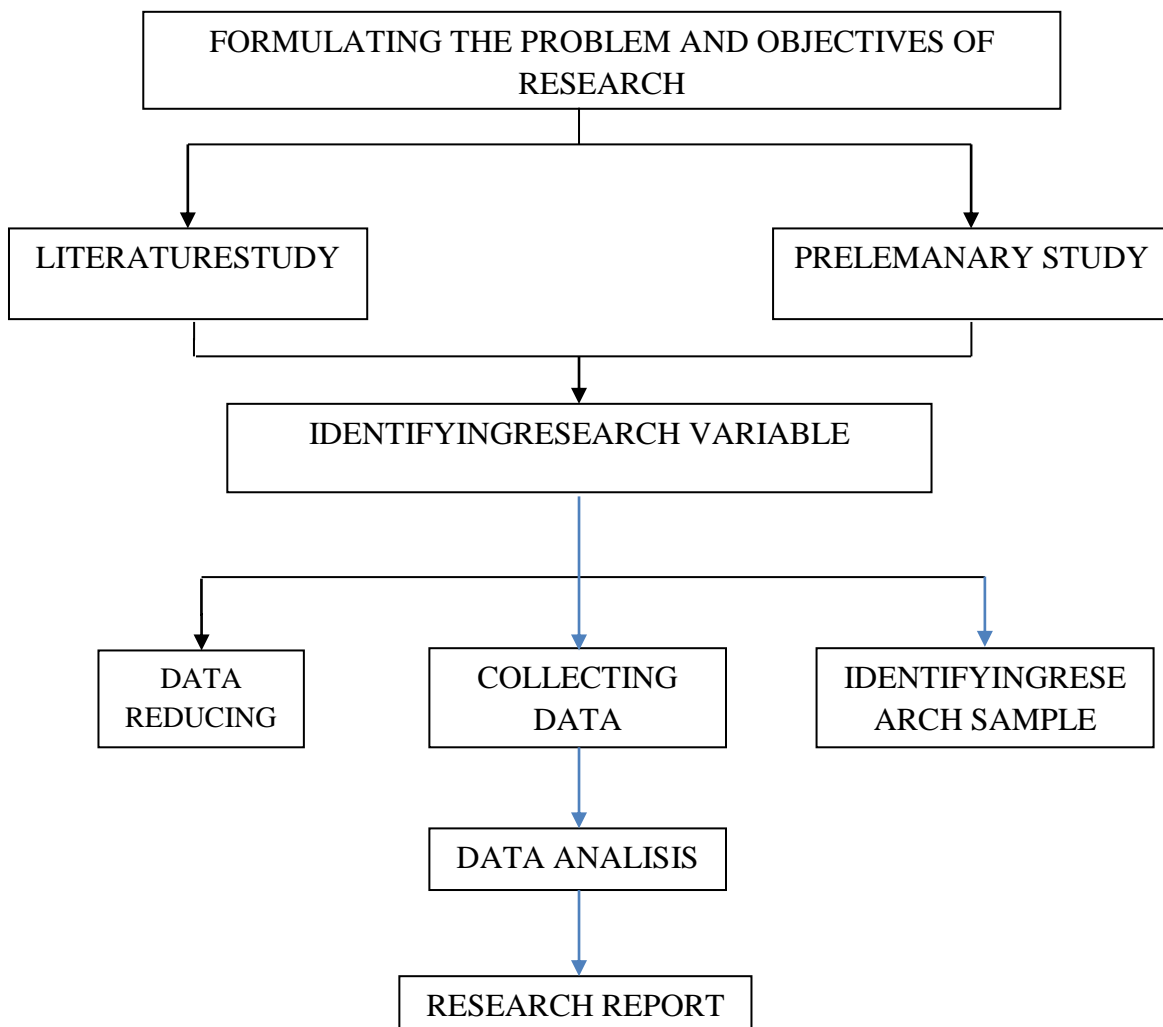
Indonesian nation and able to provide a comfortable atmosphere and fun for children in the language learning process.

The research design is structured to follow the figure in the picture as follows:

5   RESEARCH SETTING

This study was conducted in early childhood in Malang, East Java, by involving IGTKI (Association kindergarten teacher) in the city of Malang.

6   OBJECT AND RESEARCH SUBJECTS

Object of research is focused on the Application of story reenactment to improve students' language skills, and understand the message contained in the story in accordance with the circumstances surrounding it. While the subject of this research is early childhood teachers in the area of the city and district of Malang.

7   INSTRUMENTS RESEARCH

To obtain the data, the researcher used the following two instruments;

(a)   Observation sheet is required to determine the implementation of the Learning by using a story reenactment during the learning process takes place.

(b)   Questionnaire to determine the extent to which the opinion on the effectiveness of the implementation of story reenactment.

8   PROCEDURES OF PROCESSING AND DATA ANALYSIS

Researchers used the description in the data processing and analysis on the implementation of story reenactment. At this stage the collected data were obtained from observation sheets on teaching learning activity. The steps can be described as follows:

Figure 3.2 The research flow in applying story re-enactment
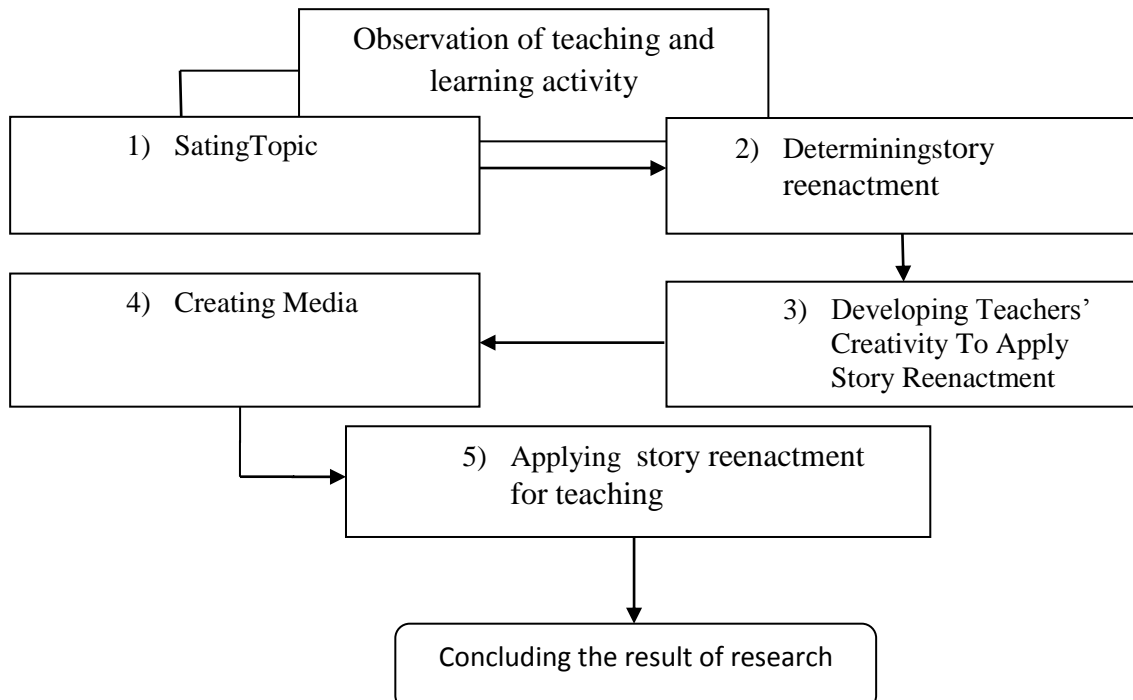
9   RESULTS AND DISCUSSION

At the end of the training, the researcher provide a questionnaire / questionnaire to the participants to determine the response and the difficulties encountered in using this method. The questions in the questionnaire can be found in the Appendix.

Of the 10 questions given in the questionnaire, 8 of which are answered with a choice: "Yes" or "No". While two of the 10 questions: the question number 1 and 10 are given to know the opinions of each participant.

The following table shows the answers and opinions of the participants. The results in Group I shows the results of training in the District Bantur, and results in Group II shows the results of training in the District Sukun.

TabelJawabanPeserta

Questions	Group I		Group II	
	Yes	No	Yes	No
1	-	-	-	-
2	32	1	43	2
3	5	28	6	39
4	30	3	42	3
5	32	1	41	4
6	33	-	44	1
7	8	25	7	38
8	31	2	42	3
9	30	3	43	2
10	-	-	-	-

Question No. 1 of the method previously used by teachers to teach foreign languages to students of diverse turns. Some teachers say that they use a method of story or sing, but there is also a method that combines both the story and singing. Most of the other participants responded that they use the method of memorization, singing and memorizing, game, whole brain teaching, songs and applause, debriefing, the practice directly, or using Arabic and Indonesian.

Question number 2 on "whether the Story Reenactment is interesting for children", 32 participants from Group I (96.9%) and 43 participants from Group II (95.5%) answered "Yes ". Only a few participants are not confident with the use of this method, namely one person from Group I (3.1%) and 2 of Group II (4.5%).

Question No. 3 on "whether there is the difficulty of teachers to prepare teaching materials", answer "No" is given by the 28 participants from group I (84.8%) and 39 participants from Group II (86.6%). While 5 participants from Group I (15.2%) and 6 participants of group II (13.4%) answered "Yes".

Question number 4 which asks about "whether kids get creative in using a foreign language after the application of this method" was answered by 30 members of the group I (90.9%) and 42 participants from Group II (93.3%) with a "Yes ". While the three participants of Group I (9.1%) and 3 of Group II (6.7%) answered "No".

Question number 5, which asks about "whether the game is applied in this method helps children to learn a foreign language" get answers "Yes" from the 32 participants of Group I (96.9%) and 41 participants from Group II (91, 1%). Other participants, namely one person from Group I (3.1%) and 4 people from group II (8.9%) answered "No".

Question number 6 is asking about "whether songs used in this method also helps children in learning a foreign language" also get the answer "Yes" from the 33 participants of Group I (100%) and 44 participants from group II (97 , 7%). Only 4 participants from Group II (8.9%) answered "No".

Qestion number 7 on "whether the children have difficulty learning a foreign language with the application of this method", 25 participants from Group I (75.7%) and 38 participants from Group II (84.4%) answered "No". The rest, 8 participants from Group I (24.3%) and 7 participants from Group II (15.6%) answered "Yes".

While the number 8 which asks questions about "whether the story given to children can attract them to be more active learning foreign languages" get answers "Yes" from the 31 participants of Group I (93.9%) and 42 participants from Group II (93.3%). Other participants, 2 from Group I (6.1%) and 3 of Group II (6.7%) answered "No".

Question number 9 were asking about "whether children are more easily understand the words that are introduced using this method compared with the previous method" got the answer "Yes" from the 30 participants of Group I (90.9%) and 43 men from the group II (95.5%). The rest, three participants of Group I (9.1%) and 2 of group II (4.5%) answered "No".

While the question number 10 on the advice of the participants to the development of this method gets the answers vary. Some participants answered "very good", others give the answer "so funny and smart, interesting and nice, very good and easy to apply to children, children loved the experience, the experience and skills of children grow". The participants also proposed to hold training again.   Researcher obtained from the participants showed a positive response from the participants about the implementation of Story Reenactment. The teachers are very enthusiastic about the use of this method.

By listening to the answers of the participants mentioned above, the research team may conclude that this method is a new method that has never been implemented by the kindergarten teacher / early childhood, as well as a method that appeals to children and teachers. This method may be a variation in teaching foreign languages to kindergarten students / early childhood education so that learning a foreign language will be more attractive to them.

10 DISCUSSION OF RESEARCH

Some teachers actually implemented learning models that support children at this age to learn to speak and make them interested in the interesting story by using stories or songs, but there is also a method that combines both story and singing. Most of the other participants responded that they use the method of memorization, singing and memorizing, game, whole brain teaching, songs and applause, debriefing, the practice directly. In this case the teacher also helped children who have the ability to concentrate for long periods of time without a lot of support, and they wander in the game and their conversation. Children during this period still relatively understandlittle about the world in which they live and have little or no control over it.

96% of children are interested with the reenactment story strategy, this fact is consistent that strategy gives learners an opportunity to demonstrate the story after they read or hear stories from teachers and because the students are also involved to prepare equipment or supplies that will be used to demonstrate the story so that they increasingly understand and appreciate the story and use the language or vocabulary of a story they have read or heard.

The fact that 84.8% found no difficulty in preparing the equipment because the property for reenactment story can be in the form of costumes for students to use in the show or in the form of cardboard boxes, clay, flannel, photo laminated or printed images from magazines and pictures downloaded from the Internet to make the teachers had no difficulty at all.

The stages were very helpful to make students able to use the English language and have many opportunities to practice spoken English because students are invited to read the story, after the recount where students tell the story in the order or the equipment needed to demonstrate the story. The next stage is to complete or supply properties, prepare material for demonstration.

This study also concluded that kids got creative in using a foreign language after the application of this method and also helped children in learning foreign languages.

This study is also in accordance with what was presented by Haliwell (1992: 3) on characteristics children who interpret the meaning of a sentence without having to understand the meaning of each word, the children are very creative in using the language, the children also have a good capacity in learning indirectly, then the children have a strong ability to play. And the last is children are more likely to fantasize and imagine. Language teaching should use a real object, without having to leave the imagination and fantasy of children.

And finally that the strategy also match to the Docket and Marilyn statements (AngganiSudono, 2001) that when children play by using this strategy they got meaningful symbolic ongoing process, active, fun, no pressure and no intrinsic motivation. Hence, children can express themselves without any fear and anxiety, all of this can make children acquire the knowledge, skills and sufficient skills.

11   CONCLUSION

In accordance with the results and discussion of this study that some teachers actually implement learning models that support children at this age can speak in sentences, 96% of children like and are interested in strategies reenactment story, the fact that 84.8% did not found difficulties in preparing the equipment, the stages were very helpful to make students able to use the English language and have many opportunities to practice spoken English, so the results of this study concluded that children grew creatively in using a foreign language after the application of this method and also a game that is applied in this method helped children in learning foreign languages, as well as research results in accordance with what was presented by Haliwell (1992: 3) on children characteristics who interpret the meaning of a sentence without having to understand the meaning of each word, the children very creative in using the language, the children also have a good capacity in learning indirectly, then that children have a strong ability in play. With this strategy children also have the opportunity to use their imagination, children are more likely to fantasize and imagine.

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DEVELOPING TEACHING ENGLISH MODALITY MODEL BY APPLYING INTASC STANDARDS AT THE ENGLISH DEPARTMENT OF IKIP MATARAM

Muliani
ullymuliani@gmail.com

Sofia Maurisa
sofiamaurisa@gmail.com

Nurusshobah
nurusshobah86@yahoo.com

FPBS IKIP Mataram

ABSTRACT

This research focuses on developing teaching English Modality model by applying INTASC standards which, consequently, will raise students' levels of learning and competence. In the form of research and development, this research started at the implementation of 3 basic standards as the basis for a further instruction of another 7 standards by considering 50 students as the subject of the research in which the first standard was done by giving 30 questions to know the learners' prior knowledge, then followed by the second standard dealing with the opportunity given to the students to draw any shapes they like in expressing their past experience to know theirproductivity in using English modals, while the third standard deals with diversity of the students. The finding of those 2 basic standards shows thatmost of the students have few prior knowledge of modality with learning diversity.The third standards then done by giving teaching material based on students' learning habitand managing the time effectivelyand collaboratively paying attention to all students when working (in group).It was found that all groups have a good progression that they could analyze English modals although they still find difficulties in explaining their answers.

Keywords: INTASC Standards, Teaching Model, English Modality

1   INTRODUCTION

The fact that the English Department students of IKIP Mataram have got only 39% of the acquisition of modality (Muliani and Sumarsono, 2013) which reflects the modality competence of the students is still far below the standard triggers this research to be conducted. On top of that, the main reason of conducting this research is no longer on the acquisition of modality, but it goes further on how to get the proper teaching and learning model as the way to raise the level of learning English in class in which modality is the main concern.

This research proposed a model of teaching and learning which is called as INTASC model which this research covers 3standards. The 10 standards of INTASC are proposed aiming at raising the level of learning in any classroom adopted from USA. Eventually, it triggers this research to be conducted in which it also aims to develop

teachers' professional development which consequently will lead the students to have a good Englishmodality competence.

This research was carried out through the implementation of those 3 core standards by creating the specific procedures of each standard for the whole first year research that by then the model in a module covering the specific procedures of each standard would have been accomplished.

Writing class is considered as the class where this research was carried out. The consideration is due to the time taken by the subject of the research to think about correctness of a sentence anytime any test is taken in which it is this research as the beginning research of the implementation of the 3 from 10 standards. As it is found successful and enjoyable in raising the level of learning and improve the modality competence of the students, the second year's research will then be conducted.

The implementation of the 3 basic stadards as the basis for further instruction of the implementation of another 7 InTASC standards is expected to give a contribution in giving a new sight of teaching and learning English especially modality. On top of that, the research outcome in form of a module is expected to be the greatest part of this research to be conducted beside other outcomes.

Grammar in which modality as a part of it deals closely to the term communicative competence which was used by Hymes (1972, 1974) in which for Hymes as quoted by Krashen, et al (1990: xi) that the ability to speak competently not only entails knowing the grammatical rules of a language, but also knowing what to say to whom, in what circumstances and how to say it. In relation to the idea, modality is also dealing with what has been stated by Hymes as quoted by Krashen in which 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 uttered. or as this research concerns with writing, the concern is to whom and in what circumstances the sentence is written. Besides, semantic and pragmatic considerations are also called as the terms having close relation to circumstances and to whom the sentence is delivered as mentioned by Papafragou (2000: 7) that English modal have unitary semantic content which in conjunction with different pragmatic consideration.

1.1   English Modality in Writing

As one of the skills to improve teaching and learning English, the concern of the appropriateness of a sentence in writing is considered to be the major concern. Considering the appropriateness of a sentence, the linguistic and cultural elements of English must be taken into account 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. Writing in this research does not deal with the style and other aspects, but it deals with the competence of the students to write a good sentence.

1.2   INTASC Standards

INTASC model is a model of teaching and learning English which stands for Interstate New Teachers Assessment and Support Consortium developed by the Council of Chief State School Officers is a nonpartisan, nationwide, non-profit organization of public officials who are working in developing teaching standards aiming at raising the level of learning in classroom which consequently improve the competence of the students. 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.

As it was found to be successful and enjoyable, the researchers are interested in applying this model consisting of 10 standards to help teachers as a guidance to improve the competence of students English particularly their modality competence with a consideration that an enjoyable class leads the students to be more successful in the teaching and learning process in which English in Indonesia is viewed as a foreign language or a target language to learn.

1.3   Review of Previous Research

This research is the further research carried by Muliani and Sumarsono (2013). This research is to find out the acquisition of modality by the English Department students of IKIP Mataram. From the 20 subjects of the research, it was found that the acquisition of English modality by the English Department students of IKIP Mataram is only up to 39% indicating the low competence of the students.

Another research which is now in the process of its completion carried by Muliani and Maurisa (2014) which dealing further to the acquisition orders of agent-oriented modality types from the L2 English expressions of the postgraduate students of IKIP Mataram considering the four types of the agent-oriented modality: obligation, necessity, ability/possibility, and desire.

This current research is not directly connected with the research carried out by Muliani and Maurisa (2014), but it is similar in terms of the topic regarding modality. Next to that, it is well-interrelated with the previous research carried by Muliani and Sumarsono (2013) in which this research is the further research concerning the competence of the students and teachers' professional by implementing the ten standards of INTASC.

2   METHOD

2.1   Research Design

This research deals with the implementation of the first to the third standard of INTASC model in which the concern is on how this model works in raising the level of learning to improve the students' modality competence in English. Next to that, it also deals with the elaboration of the processes of the implementation of the standards with the deep analysis which lead the researchers to the qualitative data interpretation in which this research is applied research (McKay, 2006: 4) because it deals with TESOL and it deals more limited on its questions and conclusions; how the research question is and what the conclusion is after the implementation of the whole standards. Besides, this research also belongs to longitudinal research (Nunan in Ritchie and Bthia (ed), 1996: 364) in which the processes of the implementations of the whole standards of INTASC will be the main concern.

2.2   Research Subject

This research considers 50 students of the English Department of IKIP Mataram as the subject of the research to whom the all standards will be implemented. Originally, the aim of this research is for lecturer's professional development, but the students are involved as the subject and from whom the effect of the standards can be elaborated.

2.3   Research Procedures

- The first standard: Providing 30 questions in the form of 15 multiple choices and 15 fill in the blanks.

- The second standard: Asking the students to draw shapes they like to describe their family, learning habit, friends, hobby, and past experience.
- The third standard: Dividing the students into 5 groups based on their learning habit. Each group has to analyze 10 modal in 90 minutes and then present it in form of written.

3 FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 The Finding of the Implementation of the First Standard of InTASC

The implementation of the first standard considered the students' need in which the analysis was then used as the basis for further instruction in developing teaching English Modality model.From the analysis, as the result was rank, it was found that*have to*was the highest number of modal verb used, followed by*must, will, could, might, would, ought to, can, should,* and *shall.* It can be noted that the most of the students have few prior knowledge ofEnglish modal verbs.

3.1.2 The Finding of the Implementation of the Second Standard of InTASC

After analyzing the result of standard two, the researchers found that the use of modality by the students is described as follows: can, will, have to, must, could, should, and would. After analyzing shapes drawn by the students, the researchers found that all students have a great effort in learning since their parents motivate and encourage them to learn. Besides, they like to discuss the tasks given by the lecturers with their classmates. Unfortunately, the students mostly communicate with their friends in their first language and mother tongue. Next to that, they live in villages where only few of the inhabitants speak English. To practice their English, the students usually visit tourism places where they can find native speakers and learn to communicate in English Language. To learn English, most of the students like to listen to English song and watch movie, while some of them like to read novel, short story and book.

3.1.3 The Finding of the Implementation of the Third Standard of InTASC

After analyzing the data in standard 3, the researchers found that by giving teaching material based on students learning habit, managing the time effectively, and collaboratively paying attention to all students when working could encourage the students to be active, to interact with others and have a motivation in learning. After the students submitted the result of the analysis regarding the use of modal verbs in movie script, song lyric and short story, it is found that all groups could find the modal verbsn in each script although they still find difficulties to explain their answers.

3.2 Discussion

At the first standard, it was found that each student does not have a good prior knowledge about modal verbs. After analyzing students' answers, it was found that *have to* was the highest number of English modal verbs usedby the students, then followed by *must*, *will*, *could*, *might*, *would*, *oughtto*, *can*, *should,* and *shall.* It can be noted that most of the students have only few prior knowledge regarding English modal verbs.This finding is in line with the finding of the research onthe acquisition of modality by Muliani and Sumarsono (2013) which described that the modality competence of the students is still far below the standard.The second standard gave a very brief description that the difference of students can be seen from their learning strategy. Most of them usualy learn

by listening to English song and watching movie as they said that it is interesting to find the meaning of lyrics while listening to the music and to translate the movie script while watching movie. Some of them choose to learn by reading novel or short story.

In standard 3, the reserachers didn't only analyze the result of students' answer but also observe the discussion process of each group. The researchers found that by giving teaching material based on students learning habit, managing the time effectively, and collaboratively paying attention to all students when working could encourage the students to be active, to interact with others and have a motivation in learning. Next to that, teachers/lecturers will be more competent . The finding of standards 3 is in line with what Henson (2009: 34) stated that this model of teaching was established to provide support to new teachers and raise the levels of learning in U.S classroom.

4   CONCLUSION AND SUGGESTION

4.1   Conclusion

After analying the result of the research finding,it can be conluded that the students knowledge of English modality is still very far below the standard. This finding was the basis for the researchers to conduct the second standard of intasc and concluded that the limit chance, unsupportive environments and limit access to talk to native speaker to practice their English are the factors that make the students find difficulty in mastering English modality. Knowing the different learning habit among students can be used to encourage them to learn more, to be active in practicing their English. From the application of the third standard of intasc, we can make students to be active learners and the lecturer will be more competent not only in teaching but also in making instruction, assessing students and managing time.

4.2   Suggestion

The researchers suggest for the teachers/lecturers that: (1) before teaching, they have to know well the students'need, prior knowledge and their strength to be able to make an effective teaching material that meet the students' need.(2) in teaching, different approach among students ncan be used depends on their strength, (3) making various interesting instructions is very needed to give a good athmosphere during the teaching learning process.

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VOCABULARY LEARNING STRATEGIES PREFERENCES BY EFL UNIVERSITY LEARNERS

Boniesta Zulandha Melani
Muhamad Isnaini
Lalu Ali Wardhana
Eka Fitriana
Edy Syahrial
S4148326@student.uq.edu.au

University of Mataram
Jalan Majapahit No. 62, Mataram

ABSTRACT

Looking at the direct relation between vocabulary knowledge and learning strategies applied to remember words, the low English vocabulary acquisition by Indonesian learners reported in several studies (Quinn, 1968; Nation, 1974; Nurweni & Read, 1999; Melani, Isnaeni & Wardhana, 2013) has added more reason for the necessity to measure the application of vocabulary learning strategies applied by Indonesian learners. For this purpose, 86 first semester university students in English language program were questioned on their use of word learning strategies (Metacognitive Regulation, Guessing, Dictionary, Note-Taking, Memory Rehearsal, and Memory Encoding strategies) using Vocabulary Learning Questionnaire (VLQ Version 3.0) designed from previous similar research by Gu and Johnson (1996). Findings show medium use of all types of strategies, showing positive attitudes towards the application of word learning strategies. Specifically, Dictionary strategies (3.63) and Guessing strategies (3.56) are highly applied, and both Memory rehearsal (2.69) as well as Memory-encoding strategies (2.65) are the least applied. Similar study on Chinese EFL learners confirms frequent use of dictionary and guessing for comprehension purpose (Gu and Johnson, 1999) for second language word learning, particularly at this stage of education level. This finding however, contradicts to the fact that Asian learners in general are likely to choose memory type of learning (O'Malley & Chamot, 1990; Politzer & McGroarthy, 1985). In this case, memory learning does not become learners' preference once they reach higher education level.

Keywords:EFL, Learners, Vocabulary, Learning Strategies

1 INTRODUCTION

Studies have documented the low acquisition of English vocabulary by Indonesian learners (Quinn, 1968; Nation, 1974; Nurweni & Read, 1999; Melani, Isnaeni, Wardhana, 2013). Looking at the direct relation between words knowledge and learning startegies to remember the words, it is important to put special attention on learners' vocabulary

learning strategies. Vocabulary learning strategies are defined as learners' actions or mind operations to learn words (Oxford, 1990).

Research on vocabulary learning strategies commonly focused on strategies for remembering words (Meara, 1980; (O'Brien, Segalowitz, Collentine, & Freed, 2006) (Stowe, Withaar, Wijers, Broere, & Paans, 2002)), such as the use of Memory strategies that are believed to be advantageous for language learners. Previous studies, however, put more emphasize on rehearsal strategies by learning words through repetitions (Crothers & Suppes, 1967; Lado, Baldwin, & Lobo, 1967). Later, *mnemonics* strategies captured many researchers' attention through the application of keyword technique that observed synophone/homophone of L1 and L2 words to make connection of L1 and L2 words (Shapiro & Waters, 2005). Semantic studies on the other hand also resulted in word learning strategies known as semantic mapping or *semantic grid* strategies, which are centered to grouping new words in order to map the meaning of words (Channell, 1988; Jiang, 2002; Wang, 2007). Lately, recent research put more attention to word acquistion from reading (Fraser, 1999; Horst, 2005; Pigada & Schmitt, 2006; Waring & Takaki, 2003) or from contexts (Nassaji, 2003; Oxford & Scarcella, 1994; Webb, 2008). In case of this, words are not learned alone, but as part of text or conversation that could be developed from reading strategies (i.e. guessing word meaning from context).

Although many studies focused on finding the best strategies applied to remember and retain words, in fact, learners do not apply only one type of them. Instead, they tend to combine several types (Gu, 1994). In order to identify all possible strategies applied by L2 learners, Schmitt (1997) developed extensive learning strategies taxonomy originated from Oxford (1990) (*social, memory, cognitive*, and *metacognitive*). For similar purpose to classify these strategies, Nation (2001) grouped all word learning strategies into Planning (choosing the words, knowing the information, and rehearsing), Source (analysing the word, using the context, consulting to L1 and L2 references) and Process (remembering and using the words). Specifically, William (1985) identified five potential strategies for getting word meaning from reading text. They are guessing from context, identifying unknown words, word grouping, looking for word synonym, and word analysis.

Gu and Johnson (1996) also come up with a list of vocabulary learning strategies (metacognitive regulation, guessing, dictionary, note-taking, memory rehearsal, memory encoding, and activation strategies). Among these strategies, some positive correlations were found between Chinese learners' vocabulary size and their uses of some word learning strategies of self-intiative (0.35), activation (0.31), selective attention (0.24), dictionary (0.24), semantic encoding (0.24), extensive dictionary (0.23), and meaning-oriented note-taking (0.23). However, negative correlation was found towards visual repetition strategies (-0.20). Gu and Johnson (1996) also classified the learners into five different types (Readers, Active strategies users, Learners without words encoding, Learners with words encoding, and Passive strategies users) based on their language proficiency level and vocabulary size.

Different strategies' preferences was found in Schmitt's (1997), subjects in this study showed high use of dictionary strategies by using bilingual dictionary and strategies focused on consolidating word forms. Schmitt (1997) found the transition of strategies preferences from memory strategies based on word form, to strategies focused on word meaning by younger age group to older age group. However, high consolidation strategies, either oral or written, did not show any correlations towards learners' vocabulary knowledge and language proficiency as documented in Gu dan Johnson (1996).

The connection between word learning strategies and vocabulary mastery is also observed in another study (Ahmed, 1989). According to Ahmed (1989) high achievers performed various uses of word learning strategies by optimizing the use of dictionary strategies and using other learners as source for learning, whereas low achievers tended to apply more limited word learning strategies and avoided active use of words. More thorough investigation by Lawson and Hogben (1996) asked learners to think aloud L2 new words in order to correlate learners' strategies applied with words recall. It was observed that the more strategies the learners applied to learn the words, the more likely that the words could be recalled. Thus, elaboration strategies were proven to be more effective than either word repetition or word analysis strategies. Although the subjects applied repetition strategies more, rehearsal strategies were acknowledged to be more effective than repetition strategies.

Based on the foregoing, investigation of learners' vocabulary learning strategies provides information of the most and the least dominant used of strategies by EFL learners. Considering that different result may be found as a result of many factors such as age gender, types of elarners, context of elarning, and so on, more studies in this area are needed. In addition, there are not many research in Indonesia focusing on the application of vocabulary learning strategies by EFL learners, particularly at university level. Thereby, the data in this study can be further used to identify learners' way of word learning to learn English as a second language in a poor-input environment like Indonesia.

2 METHOD

This study surveyed 86 first semester university students enrolled in a university in Indonesia. Respondents were estimated to be 18 to 20 years old, and have learnt English as a foreign language for about at least 6 years since they were in Junior high school. In Indonesia, English is taught as one of the core subjects in Junior High School and Senior High School, and therefore must be learnt at these education levels.

To collect the data on learners' uses of word learning strategies, subjetcs were given questionnaire on their beliefs of vocabulary learning as well as on their uses of vocabulary learning strategies using 'Vocabulary Learning Questionnaire (VLQ Version 3.0) Dimension, Variable, and Items' adapted from similar previous study on Chinese EFL learners by Gu and Johnson (1996). The questionnaire consisted of 108 question items asking about learners' beliefs of vocabulary learning (17 items), and about the application of several types of word learning strategies namely Metacognitive Regulation (self-attention and self-initiation), Guessing (the uses of background knowledge and linguitic cues), Dictionary (using dictionary for comprehension, extended dictionary, looking-up strategies), Note-Taking (meaning oriented and usage oriented), Memory Rehearsal (word lists, oral repetition, visual repetition), Memory Encoding (association, imagery, auditory encoding, word structure, semantic, contextual), and Activation strategies. The students' responds were scaled 1 (one) to 5 (five), 1 for 'very rarely applied strategy', 2 for strategy used for 'less than half the time', 3 for strategy used for 'about half the time', 4 for strategy used for 'more than half the time', and 5 for 'almost always' used strategy.

During the survey, the researchers team-assisted the students to make sure that they have good understanding on the questions given, so that they had good understanding on all of the questions and could respond correctly. They were allocated flexibly enough time to complete the questionnaire. Their responds were then put into the database and were further analyzed using SPSS to find the average use of each type of

strategies, and their standard deviation. The results were reported as the preferences of learning strategies implemented by first semester university students after learning English as a core subject for approximately 6 years (3 years in Junior High School, and 3 years in Senior High School) in a foreign language context setting.

3   FINDINGS AND DISCUSSION

3.1   Findings

The first part of the questionnaire surveyed on learners beliefs abaout vocabulary learning. On this part, students' responds show that they generally have belief on how words should be learned and they generally trust all general beliefs about vocabulary learning. Among the three word-learning beliefs proposed in the questionnaire, most of the students believe that vocabulary should be learned through the use of words either in speaking or in writing (3.99) before they are being learned. Vocabulary learning through memorizing (3.41) and the use of context (3.63) are also believed to be the other ways of learning second language words although they are not as high as 'use learning'. Overall, the students have high trust towards words learning and how words should be learned.

In terms of vocabulary learning strategies, the data prove that university students do apply strategies for word learning. In fact, they reported quite high level of vocabulary learning strategies used (3.14), which is categorized as 'Medium' (see Table 2). Of all strategies, Dictionary strategies (3.63) are the most dominantly used by the learners, whereas Memory-encoding (2.65) strategies are the least applied. Students' use of Dictionary strategies is classified as 'high', followed by Guessing strategies (3.56) in the same category. Meanwhile, the rest of strategies, Metacognitive strategies (3.43), Activation strategies (3.41), Researsal strategies (2.69), Note-Taking strategies (2.65), and Encoding strategies (2.60), are all in the 'medium' group. Thus, these strategies are sometimes preferred for learning.

As the most applied strategies, the use of Dictionary strategies comprehension purpose is reported to be performed the highest (4.2). These strategies include looking up checking and confirming the meaning of unknown words in dictionary, which are important in understanding sentences or paragraphs. Following this are Extended dictionary strategies (3.64) by further looking up word form, meaning, and use for a better understanding, and Looking-Up strategies (3.17) by experimenting various information about a word such as part of speech, pronunciation, style collocation, meaning and so on, with other words or within different context respectively.

The next preferred word learning strategies, Guessing strategies were applied in two different ways, by using the wider context, and through the use of immediate context. Statistics shows that the use of further information, knowledge, and common sense or wider context (3.79) for guessing unknown words is applied more than that of immediate context (3.24), meaning direct information that goes within the unknown word. Metacognitive strategies are also performed in two different ways, through Selective attention, and through Self-Initiation. The application of Metacognitive strategies through Selective attention (3.83) is far more adapted than through Self-initiation (2.86). Thus, when it comes to Metacognitive strategies, students rely more on word observation than initiating new way of word learning.

However, the students' use of Note-taking strategies, either through Meaning-oriented (2.69) or Usage-oriented (2.59) did not show much different. It can be said that the application of Note-taking strategies, both Meaning and Usage-oriented are at the same level.

For Memory strategies, there are Memory Rehearsal strategies and Memory Encoding Strategies. Memory Rehearsal or is usually known as Rehearsal strategies involves the use of repetition of word-list, oral, and visual. Interestingly, students much preferred to use oral repetition (3.48) than using either word list (2.39) or visual (2.49) repetition. Thus, oral repetition includes remembering the word sound and pronunciation, whilst visual repetition focuses on memorizing the spelling of words.

Memory Encoding strategies on the other hand, covers more types of word learning strategies. They are through Elaboration or Association of words, Imagery, Visual encoding, Auditory encoding, using Word structure, Semantic encoding, and last but not least is through Contextual encoding. There was no significant difference documented on the application of any types of Memory Encoding strategies. All types of Encoding strategies seemed to show similar level of usage by the learners in this study. These types of strategies seemed to be the least popular among the students.

Table 1. Average Use of Learning Strategies

Categories and strategies	M
Beliefs	
Words Should Be Memorized	3.41
Acquire Vocabulary in Context	3.63
Learn Vocabulary and Put it to Use	3.99
Metacognitive Regulation	
Selective Attention	3.83
Self-Initiation	2.86
Guessing Strategies	
Wider Context	3.79
Immediate Context	3.24
Dictionary Strategies	
Comprehension	4.2
Extended Dictionary Strategies	3.64
Looking-Up Strategies	3.17
Note-Taking Strategies	
Meaning-Oriented Note-Taking	2.69
Usage-Oriented Note-Taking	2.59
Rehearsal Strategies	
Using Word Lists	2.39
Oral Repetition	3.48
Visual Repetition	2.49
Encoding Strategies	
Association/Elaboration	2.57
Imagery	2.58
Visual Encoding	2.42
Auditory Encoding	2.62
Using Word-Structure	2.74
Semantic Encoding	2.43
Contextual Encoding	2.8
Activation Strategies	3.41
Overall Strategies	3.14

Table 2. Classification of Frequency of Use

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

3.1.1 Learners' Beliefs on Vocabulary Learning

Among all common beliefs of vocabulary learning (memory, context and use), subjects in this study put high trust on learning vocabulary by putting them into use (3.99) either in writing or in speaking. They also reported to show positive responds on other beliefs of memory learning (3.41) and words acquisition in context (3.63), although they are not as high as on 'use learning'. The fact that memory strategies (Mnemonic or Semantic) are considered to be more powerfull (Meara, 1980) and therefore are suggested by many language practitioners, does not make learners believe that this way of learning is more promising than others. Thus, students feel more confident that 'use learning' can help them to acquire words better. Students' belief about the way vocabulary should be learned seems to relate with their preference of word learning strategies.

Tabel 3. Beliefs of Vocabulary Learning

Beliefs	**M**
Words Should Be Memorised	3.41
Acquire Vocabulary in Context	3.63
Learn Vocabulary and Put it to Use	3.99

3.1.2 Learners' Use of Vocabulary Learning Strategies

Results show positive attitude on the implementation of vocabulary learning strategies by university students as the overall use of these strategies are on the 'average' level (3.14). It means that the frequency of application is 'often' or 'quite often'. Although their average usage of strategies is not as high as it is expected to be, due to the fact that English in Indonesia is taught as one of the core subjects in the school curriculum, this result is however satisfying considering the importance of learning strategies for language learning in general and for vocabulary acquisition in particular. This result agrees with findings from previous similar research, which looking at the implementation of vocabulary learning strategies by second language learners. It has been previously found that language learners consistently apply strategies to learn vocabulary (Abraham & Vann, 1987), although there could be possibility for either success or failure, or the probability that a second language is learned in a either different context or environment.

A closer look at each type of strategies also documented 'medium' to 'high' level of strategies implementation. Of all types of strategies, Dictionary strategies and Guessing strategies seem to be the most commonly adopted by the learners. Both are in the 'high' category, with average uses of 3.63 and 3.56 respectively. This means that students usually consult to dictionary, and try to guess an unfamiliar word as their effort to learn second language vocabulary. In terms of dictionary strategies, subjects mostly used dictionary to look up for unfamiliar words or to confirm their guess for comprehension purpose (4.20), rather than to look up for the words' information alone (3.17), or to extend their knowledge about the words (3.64).

For guessing strategies, students used the words' background information (3.79) more rather than the their linguistic cues (3.24). High choice for dictionary and guessing strategies were also documented in Gu and Johnson's (1996) study. This proves that the use of dictionary and word guessing for vocabulary learning become learners' first choice when learning a second language, particularly at this stage of education level. A closer observation on the students' preferences on certain types of Dictionary and Guessing strategies shows that the students extendedly involved background information for word learning.

Moreover, the rest of the strategies are applied at 'medium' level, meaning students sometimes adopt them to learn words. For Metacognitive strategies (3.43), learners performed almost similar attitude towards selective attention strategies (3.83) and self-initiation strategies (3.86). Following this is the Activation strategies (3.41), Memory rehearsal (2.69), Note-taking (2.65) and Memory encoding strategies (2.60) respectively.For note-taking strategies, the use of meaning oriented note-taking strategies (2.69) is slightly higher than their use oriented (2.59) counterpart.

Meanwhile, the two types of memory strategies (rehearsal and encoding) are not so popular among L2 learners. With almost the same level of frequency, learners implement memory encoding strategies the lowest. For memory rehearsal, oral repetition (3.48) is more preferred that either visual repetition (2.49) or word list rehearsal strategies (2.39). As the least preferred strategies, memory-encoding strategies, which consist of association (2.57), imagery (2.58), visual encoding (2.42), auditory encoding (2.62), word structure (2.74), semantic encoding (2.43), and contextual encoding (2.80) are not likely to be preferred by sophomores. Yet, visual and semantic encodings are almost never applied for vocabulary learning. This finding contradicts to the fact that Asian learners in general are likely to choose memory type of learning (O'Malley & Chamot, 1990; Politzer & McGroarthy, 1985). In this case, memory learning does not become learners' preference once they reach higher education level.

3.1.3 *Comparison on the Strategies used with other studides' findings*

The preferences of vocabulary learning strategies by first semester university students in this study are not far different from the trends found from previous similar study. In a study conducted by Gu and Johnson (1996) to Asian learners, it was found that learners showed high interest on the use of Dictionary and Guessing strategies for word learning among all types of word learning strategies surveyed (Metacognitive, Guessing, Dictionary, Note-taking, Memory Rehearsal, Memory Encoding, and Activation strategies). Findings from the two studies argue that Dictionary strategies are likely to be second language learners' choice in their effort to learn second language lexicon.

Different finding is found on the use of Note-taking strategies, where high application of this type of strategies was documented in Gu and Johnson's (1996), it is not the case in this current study. In fact, previous study on Chinese advance EFL learners showed more frequent application of note-taking strategies (Gu and Johnson, 1996). Note-taking strategies are not so much preferred by the learners in this study. This could be caused by different type of learners in both studies. This study was conducted to EFL students enrolled in an English department program, whilst the other surveyed advaced EFL learners who did not specifically take English major.

Table 4. The application of vocabulary learning strategies in similar studies

Strategies	*This study*	*Gu&Johnson (1996)*
Metacognitive Regulation		

Selective Attention	3.83	4.23
Self-Initation	2.86	4.58
Guessing Strategies		
Wider Context	3.79	4.60
Immediate Context	3.24	4.47
Dictionary Strategies		
Comprehension	4.2	4.97
Extended Dictionary Strategies	3.64	4.82
Looking-Up Strategies	3.17	4.55
Note-Taking Strategies		
Meaning-Oriented Note-Taking	2.69	4.15
Usage-Oreinted Note-Taking	2.59	4.27
Rehearsal Strategies		
Using Word Lists	2.39	3.15
Oral Repetition	3.48	4.20
Visual Repetition	2.49	3.92
Encoding Strategies		
Association/Elaboration	2.57	3.69
Imagery	2.58	3.11
Visual Encoding	2.42	4.00
Auditory Encoding	2.62	3.69
Using Word-Structure	2.74	3.96
Semantic Encoding	2.43	3.24
Contextual Encoding	2.8	4.11
Activation Strategies	3.41	3.80

Meanwhile, other kinds of word learning strategies do not perform significant difference level of usage in both studies. There are variation in the use of Metacognitive, Memory Rehearsal, Memory Encoding and Activation strategies. Various level of usage could be found in different context of language learning.

4   CONCLUSIONS AND SUGGESTIONS

This study identified EFL learners' beliefs about vocabulary learning, and their application of vocabulary learning strategies. Using words for learning through speaking and writing production is highly believed by the learners to be the best way to learn vocabulary, particularly second language words. The overall application of word learning strategies is estimated to be at medium level, showing students' positive attitude towards the use of learning strategies to learn a second language, especially in a poor-input environment. Of all types of strategies, Dictionary and Guessing strategies become the students' first preferences in this study, whilst the types of Memory strategies, such as Memory Rehearsal and Memory Encoding strategies are likely to be the least preferred, a finding in line with previous research towards Asian EFL learners by Gu and Johnson (1996). For the rest types of vocabulary learning strategies (Metacognitive, Activation, and Note-taking) are applied at average level, where variance of their frequency of usage may appear in different context of learning. Despite the fact learners preferred more extended kinds of Dictionary and Guessing strategies, this study, however, fails to describe the effects of vocabulary learning strategies applied towards students' language

proficiency and vocabulary size. Considering these limitation, further study needs to look at these aspects in order to have clearer description on Indonesian EFL learners.

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USING SMARTPHONES IN ENGLISH LANGUAGE TEACHING

Atiqah Nurul Asri

atiqah.na@gmail.com

State Polytechnic of Malang
Jln. Soekarno-Hatta 9 Malang

ABSTRACT

Smartphones are very popular nowadays.Unlike cell phones where users can only call and text, smartphones allow users use many features just as those available on personal computer such as word processors, browser, and email application. Moreover, users can take them everywhere they go because their sizes are relatively small and do not need much space to keep.The students undoubtedly use their smartphones in the classroom. They secretly use them to send messages from their pockets and under the desks during lectures or play games and update their various social media sites. This often disengages them from what they are supposed to be doing in the classroom. Teachers are tired of telling them to put away their phones. In fact, however, the smartphones can be used to facilitate their learningand powerful tools due to their multi-functionality, portability, and connectivity. The present paper therefore aims at revealing how smartphones can be integrated in interesting and effective ways in the English language classroom. They include problem-solving exercises to boost the students' higher order thinking skills, using applications to encourage participation and engagement around the ideas and issues presented in class. The paper also addresses what to do and what not to do regarding the use of smartphones in the classroom.

Keywords:smartphones, English language teaching

1   INTRODUCTION

A smartphone, a smart model of mobile phone or cell phone, is a device enabling to make telephone calls, texts and adding some features in that. In the past it offered only on a personal digital assistant or a computer, such as the ability to send and receive e-mail and edit Office documents. In this digital age of time, today millions and millions of people worldwide are mobile-phone subscribers. It seems mobile phones are used everywhere by everyone. The usage of smartphones has grown extensively over the last years, and so has the services offered to the users. One can interact with other people, play games, surf on the Internet and much more on these small devices that easily can be carried around in a pocket (Cedergren& Hellman, 2012).

People prefer to use mobile phones for many activities, from emailing to reading books. Mobiles manifest themselves as a good learning tool. It is popularly known as Mobile-Assisted Language Learning (MALL). It is due to its easy access to materials and the ability to practice anytime and anywhere. In addition, the screen size limitations make the amount of content more manageable than that of other teaching materials. For

instance in English language teaching context, learners can use mobile technology to access relevant vocabulary and expressions while at a bank opening an account, to look up movie reviews while at the theater, or to discuss weekend plans with an English-speaking friend (Sedighi&Soyoof ,2013).

Recent interest in the potential for mobile phones and other portable devices to support learning and teaching has been driven by the fact that mobile phones are relatively cheap and increasingly powerful (Chinnery, 2006). In addition, the results of the study by Sedighi&Soyoof (2013) indicated that mobile applications had a considerable impact upon learning a new language both in terms of language sub-skills and skills. A Turkish study compared digital flashcards on a mobile phone with traditional flashcards on paper. The results showed that the ones who had used the mobile application had reached better results than the ones who used traditional methods (Başoğlu, 2010). Furthermore a survey in Japan from 2007 concludes that the potential of the mobile application was great (Stockwell, 2007). In another more extensive survey, over 300 Japanese university students were studied regarding their use of mobile devices in a language learning context. The results showed that the students evaluated educational materials designed for mobile phones very positively and that they were able to learn via this medium. The researchers also found mobile phones are a very effective platform for vocabulary learning as they are able to catch the students interests and create new study opportunities (Thornton & Houser, 2005).

The present paper therefore aims at revealing how smartphones can be integrated in interesting and effective ways in the English language classroom. They include problem-solving exercises to boost the students' higher order thinking skills, using applications to encourage participation and engagement around the ideas and issues presented in class. The paper also addresses what to do and what not to do regarding the use of smartphones in the classroom.

2 HOW CAN SMARTPHONE TECHNOLOGY SUPPORT LEARNING IN THE ENGLISH LANGUAGE CLASSROOM?

There are several pedagogical reasons to take into account when applying smartphones in the second or foreign language classroom, in particular English language classroom. Most importantly, smartphones are social tools that facilitate authentic and relevant communication and collaboration among students. This makes them an ideal tool. It is because mobile-based language learning enables more likely to take place when information is contextually relevant and can be put to immediate use (Lave and Wenger 1991). In addition, they provide more exposure to the target language and more practice, or time on task. The more students' access to the language, the greater progress they will make.

Another strong reason for using smartphones in the classroom is that they give the students control over their own learning. The students control the medium, and teachers, by elaborating how best to use the medium, provide a blueprint for autonomous learning, especially during the wide range of daily social activities where mobile phones are most likely to be used. Also, a study by Wessel (2013) revealed that with small programs, also called applications, smartphones can be turned into small scientific instruments for many in the class, so instead of working in groups of four or five, students can work in groups of two or three and they can therefore be more active and engaged.

This section describes how to apply smartphones in the English language teaching context. It includes (1) preparation, (2) suggested practical ideas for teaching of

English by using smartphones, and (3) potential problems of using smartphones in English language teaching and how to solve them.

2.1 Preparation

The first phase of applying smartphones in the English language classroom is preparation. In this stage, the teacher needs to have a plan. As with any other teaching activity, it deals with: (1) what the teacher is trying to achieve or learning objectives, (2) what skills the teacher is trying to develop- whether the teacher focuses on speaking, listening, reading, writing, or some combination of the four skills, (3) what the teacher plans to do for the students to reflect on their language use outside the classroom, (4) the structure of a mobile learning activity, (5) what added value to using a phone for the activity, (6) the available learning resources that you have available.

The teaching of English by using smartphones in general focus on developing the four skills and in many cases integrate speaking with listening and reading with writing. The material and activities can be modified to conform to different syllabi and are easily adaptable for different ages, learning levels, and interests. It is important to note that the names of the features used may not be the same for all mobile phones.

2.2 Suggested Practical Ideas for Teaching of English by Using Smartphones

There are a variety of practical ideas for using mobile phones in the English language classroom as suggested by ELT Forum (2010). They include: (1) using the Notes feature to collect everyday language, (2) using the Camera feature to take pictures of text, (3) using free programs to organize language samples, (4) using the Text Messaging feature to reinforce vocabulary learning, (5) using free programs to make flashcards for mobile phones, (7) using the Voice Memo Recorder feature to record conversations outside the classroom, (8) using the Text Messaging feature for circular writing, (9) using the mobile phone to keep a blog, (10) using the mobile phone for microblogging on Twitter, (11) using the mobile phone for a language exchange, (12) Use the mobile phone for *phlogging*, (13) using the mobile phone for social networking, (14) using mobile phone memory to distribute listening material, (15) using mobile phone memory to distribute reading material, (16) using the mobile phone to play games, (17) using the mobile phone to check student comprehension and get feedback, and (18) using mobile phone memory for research and data collection.

2.2.1 Usingthe Notes Feature to Collect Everyday Language

Most mobile phones have a feature that allows them to take notes. In this lesson, the teacher may ask students to use this feature to take notes on the English they read or hear outside of school and either present the notes to the class or send them to the teacher as a text message. Instead of giving regular homework, the teacher can ask students to hunt for specific language forms (e.g., singular-plural nouns, tenses, if-clauses), and the student who collects the largest number of correct samples wins. As the learners have a tendency to tune out when a classroom lesson is over, this activity helps circumvent that problem by breaking the boundary between class time and daily activities.

2.2.2 Usingthe Camera Feature to Take Pictures of Text

One of the easiest ways to use a mobile phone for learning is to record samples of the target language by taking pictures. Students can take pictures of English text by using the camera feature on their mobile phones. They can then make a collage of the images or

upload the pictures to a shared *Instagram* or *PicMix* account. If students do not have a data connection, they can transfer the pictures to a computer and upload them from there.

2.2.3   *UsingFree Programs to Organize Language Samples*

An extension to using the camera feature and free programs to organize language samples, the teacher may use a free program like Evernote (www.evernote.com) to upload notes and pictures to the teacher's account which can be accessed from any computer. One neat feature is that the program recognizes words in pictures (such as on billboards or even handwritten notes) and converts it to text, generally very accurately. Students can use this program to organize personal notes on their account and share it with a group or the whole class. Different accounts can be exchanged, compared, and discussed in class. Again, to avoid data costs notes could be transferred from the mobile phone to the computer for uploading.

2.2.4   *Usingthe Voice Memo Recorder Feature to Record Conversations outside the Classroom*

Students can record interviews or conversations they engage in outside the classroom. Obviously the teacher will have to consider privacy issues and impress upon learners the importance of obtaining their interlocutors' permission before they do interviews, either with each other or native speakers. Students can play the interviews and conversations in class for feedback and discussion.

2.2.5   *Using the Text Messaging Feature to Reinforce Vocabulary Learning*

A study by Thornton and Houser (2003) shows that Short Message Service (SMS) text messages can be used to send out vocabulary items at spaced intervals, thus increasing student retention. For example, the teacher could text the words covered in class to encourage students to review them outside the school context. By sending out the words multiple times, the teacher increase the chances that students will remember them.

2.2.6   *Using Free Programs to Make Flashcards for Mobile Phones.*

If the teacher does not want to create his or her own vocabulary lists, there are several companies that produce flash card software that runs on mobile phones, such as www.flashmybrain.com where either the teacher or the students can create vocabulary flashcards that can be downloaded, shared, and practiced anywhere.

2.2.7   *Usingthe Text Messaging Feature for Circular Writing*

The reality is that many students do not like to write. They associate writing in the school context with boring assignments and a punitive environment of criticism and negative feedback. In other words, the fun is missing. However, if one considers writing as any form of textual communication, it becomes clear that students actually write a lot. The number of text messages, status updates on social networking sites, and instant messages such as *BlackBerry Messenger, WhatsApp, Facebook Messenger*, *Hangout*sent by the average young learner is outstanding. The challenge is to encourage that type of writing that helps students learn English.

If students are not ready to write essays, they can practice with shorter texts to develop their writing skills. One activity is circular writing, where students create a story together by contributing one text message at a time. Each student writes a sentence or two and then sends this on to the next student, who adds another message, and so on until the story is complete. The teacher is copied and has a record of the story as it comes out.

2.2.8   *Usingthe Mobile Phone to Keep a Blog*

A more advanced form of using the mobile phone for writing tasks is keeping a blog. This does require a phone with a connection to the Internet (or the use of a wireless network at school or public places such as that provided by PT. Telkom Indonesia, Tbk). Students use the text messaging and camera features to add messages and post pictures to their personal blogs. This is great for writing about personal experiences, places visited, and people met, but it can also be used as an activity in which students collect information and report on it like journalists. Teachers can read these blogs and provide feedback, request more information, or ask students to comment on each other's work.

2.2.9   Using the Mobile Phone for Microblogging

Microblogging involves sending short messages (with a limit of 140 characters, including punctuation and spaces) from a computer or a mobile phone. One of the popular microblogging services is *Twitter*. Firstlyintended to provide "followers" (friends) with status updates, *Twitter* is now used by many different professions, including educators, to keep people informed about who is doing what. *Twitter* may be used for a wide variety of assignments, such as asking students to report on their daily activities. To focus on specific aspects of language, the teacher could ask students to write down each idiom they find in a book they are reading or to report when they hear someone use a negative adverb such as seldom or hardly. The teacher may not be able to read all the comments, or tweets, yourself, but the teacher could ask students to follow some of their classmates' tweets and respond to them.

2.2.10   Using the Mobile Phone for Social Networking

Twitter, Facebook, and *Instagram* are popular social networking tools that allow groups of friends to meet, post messages, share pictures, and generally interact online. Most of the interaction takes place in writing, and simply asking students to use English instead of their native language produces a great deal of writing practice. Some teachers actively use such sites to keep in touch with students or to organize activities online such as making a group on *Facebook*. The site can be accessed through mobile phones, and it could be good fun to ask students to post on each other's pages in relation to a topic you have just discussed in class.

2.2.11   Using the Mobile Phone for a Language Exchange

Using phones for speaking may not seem like an original idea, but one way to encourage reluctant students to start speaking is to establish a language exchange. In this activity two students who want to learn each other's native language talk in that target language for half of the time. This activity may be expensive unless students can use *Skype* on their mobile phones.

2.2.12   Usingthe Mobile Phone for Phlogging

To encourage students to practice individual speaking, they could start phlogging, a recent form of blogging that entails calling a number and leaving a message on a website. Some programs like the currently free www.ipadio.comwill even automatically transcribe the recording. This is an excellent task-based learning tool for students to update oral and written reports about a given project.

2.2.13   Using Mobile Phone Memory to Distribute Listening Material

Many phones have memory for graphics, photos, and music that the teacher can use to download listening material for the students, who can in turn transfer them to their phones or other media. This could be a recording of in the class, a podcast, or course listening materials. In addition to providing hundreds of existing podcasts for English

language learners, the iTunes U website (www.apple.com/education/itunes-u) will upload your own podcasts to which students can subscribe.

Audiobooks are another source of listening materials. These can be downloaded in a variety of formats and can then be transferred and played back on any phone that has sufficient audio capabilities. Numerous commercial websites sell audiobooks read by professional readers, but there are also websites where public domain audiobooks can be downloaded for free, such as http://librivox.org.

2.2.14 Using Mobile Phone Memory to Distribute Reading Material

Similar to the listening idea above, the teacher could download reading materials for the students. There are numerous sites with free reading material which also has many audiobooks available. Many books are now published in mobile friendly formats. As one exercise, the teacher can ask students to use the voice recorder to take notes about the book while they are reading. The books, along with students' reflections, can then be discussed during the next class.

2.2.15 Using the Mobile Phone to Play Games

Many of the free games for mobile phones, such as scrabble, hangman, and crossword puzzles, involve a focus on language. Although not all of them may be suitable for second language learners, they at least encourage students to engage with the target language, and to do so in the context of entertainment. Once students determine that their phones have the capability to play games, they must download and install the programs.

2.2.16 Using the Voice Memo Recorder, and Notes to Keep a Portfolio

Most learning inevitably takes place outside the classroom. Students need to process new information and assimilate it into their interlanguage, which is their current stage of second language development as reflected by their control of grammar, syntax, and vocabulary. Encouraging students to reflect about their language acquisition helps them to take control of their own learning and positively affects the assimilation process.

Many students either do not enjoy or do not have the discipline to keep a formal journal or portfolio to reflect on their learning. Mobile phones may lower this barrier. The teacher may ask the students to document their learning progress by using the Notes and Voice Memo Recorder features. In this way, instant reflection replaces the formal e-portfolio. However, it is important to explain what you expect in terms of the amount and frequency of self-reflection, so that students take the activity seriously. The teacher may then ask the students to document their use of the language outside the classroom and any problems they encounter, such as a communication breakdown or misunderstanding, as well as any successful communicative interactions. Some teachers use portfolio assessment to give credit for work done outside the classroom, which is also possible with a mobile phone portfolio.

2.2.17 Using the Mobile Phone to Check Student Comprehension and Get Feedback

The previous ideas focus on learning, but mobile phones can also help the teacher in the teaching. One way is to add an element of interactivity to your classes through audience participation. Polleverywhere (www.polleverywhere.com) is a free program that allows the teacher to pose survey questions to students. The students respond by texting their responses and the results show up immediately in a PowerPoint presentation or on a website. This is very useful for checking student comprehension and to get their opinions.

The teacher could, for example, ask students to choose from one of several options for the next classroom activity. This tool is particularly useful in larger classes where it is not easy to get feedback from all students.

2.2.18 *Using Mobile Phone Memory for Research and Data Collection*

Mobile phones are now becoming indispensible for research and data collection. Being small and light, they are excellent portable tools for researchers to collect socioeconomic, health, and other critical information from communities worldwide. Searching for the term "data collection" at http://mobileactive.orgwill show examples of this type of research and data collection. As an advanced project, students can replicate similar projects on a smaller scale, or come up with original mobile phone research tasks. The phlogging tool previously mentioned is another way to record research data or, by using a microphone, classroom interaction.

2.3 Potential Problems and Solutions

When using mobile phones in the classroom, following are some potential problems associated with using mobile phones in the classroom, along with some possible solutions and suggestions. The potential problems cover: (1) lack of access to mobile phones, (2) cost of mobile phones and wireless services, (3) noise and disruption in class, (4) privacy considerations, and (5) increased teacher workload.

2.3.1 *Lack of Access to Mobile Phones*

Not all students in all classes will have mobile phones, and the concerns around lack of access are valid; however, it is probably safe to say that of all the technologies available to teachers, mobile phones are the most widespread. It is also important to make sure all students have access to phones that have the capabilities the teacher needs. One solution is to share phones between students for certain activities.

2.3.2 *Cost of Mobile Phones and Wireless Services*

It is important to realize that not all students have access to mobile phone technology and to not place a financial burden on your students and their parents by requiring students to have phones. Activities such as texting, going online, and of course making calls cost money. Thus, transferring text messages to a computer is one way to avoid texting charges. Another free alternative is to send text messages from a website that offers free texting, such as www.textmefree.com.

2.3.3 *Noise and Disruption in Class*

Despite the exciting potential for mobile phones to increase opportunities for learning, the prospect of allowing noisy phones into a classroom may seem a bit overwhelming, especially if one has little experience using them as a teaching tool. As with music, movies, and computers, their usefulness depends on having clear tasks for the students to work with. Phones can be disruptive. For example, it would be counterproductive if they rang in class in the middle of a silent reading activity. One of the things that are possible with a smartphone is the possibility to go on Facebook and get text messages all the time. This can distract the students so they do not pay any attention (Wessel, 2013). Clearly some ground rules are needed. It is also possible that a school either prohibits cell phone use in class or does not yet have a policy. In that case the teacher will need to communicate his or her intentions to the head of his or her department.

2.3.4 *Privacy Considerations*

It is important to consider issues of privacy before using mobile phones in class. If teachers teach younger learners, they may need to get parents' consent to use mobile phones in school. Some students may be reluctant to share private information with others, so it is important to explain to them what the teacher's intentions are and find out if they have any concerns about using their phones for learning activities. Similarly, the teacher needs clear rules about when and how phones can be used so that students do not use them for inappropriate purposes.

2.3.5   *Increased Teacher Workload*

Finally, the use of mobile phones, or any new technology, has the potential to increase teacher workload. There may be a learning curve, which is an investment that will hopefully pay itself back in increased student motivation and engagement. However, there is also the question of how to deal with the extra communication that use of phones generates like how the teacher would handle the situation where all of the students start texting him or her. Indeed, there are also tools that can help teachers manage text messages. Programs like Notepage (www.notepage.net) can help teachers respond to multiple text messages or send out bulk messages from a computer, thus greatly reducing the time needed to respond.

3   CONCLUSION

All the ideas above allow EFL teachers to offer increased opportunities for English language learning by taking advantage of a tool that students are intimately familiar with and carry around at all times. However, the use of smartphones brings about some disadvantages. Dealing with the challenges of using mobile phones may seem daunting, but the teachers who use them have found it to be a worthwhile investment of their time and a welcome addition to their language teaching methods and the students find the use of smartphones interesting and engaging.

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MOTHER TONGUE AND ENGLISH LANGUAGE LEARNING: A CRITICAL ANALYSIS OF LANGUAGE ACQUISITION DIVICE THEORY

I Ketut Warta
ketutwarta@gmail.com

Institute of Teacher Training and Science Education (IKIP) Mataram
Jalan Pemuda No. 59A Mataram, Telp. (0370)632082

Abstract

Controversy whether the position of mother tongue in EFL teaching is a fiction or fact has been a long debate and is still questioned but still left un-responded. The teaching of English in Indonesia is the most interesting yet the most frightening subject for the greater part of most school students. The claim that English and mathematics are still viewed as two most difficult subjects. The fact that students' learning achievement of these two subjects is poor. This article is an attempt to explainthe issues from Chomsky's LAD theory and the position of mother tongue in EFL learning. The theory is profoundly analyzed and empirically justified. Hopefully, the review of Chomsky' theory and its implication on EFL learners will be of some assistance for teachers and learners of English to be aware of the importance of mother tongue in learning other languages, of English in particular. In line with EFL learning achievement the use of mother tongue can be helpful.

Keywords:LAD, Mother tongue, EFL teaching

1 INTRODUCTION

Current development of English Language Teaching (ELT) still places Communicative Approach (CA) as the state of the art of English as Foreign Language (EFL) learning in Indonesia. In this very global era of communication, English as one out of the six International languages officially used in United Nations has been considered the greatest in numbers in terms speakers, and it is official and language of instruction in most part of the countries in the world– wide. In Indonesia the status of English is still a foreign language. However, the ELT in Indonesia gains serious attention and it is taught almost in all levels of education. Play group is of no exception. Many different methods have been tried in practice but, CA is the most comprehensively applied. The teaching of English through English characterizes this method of teaching. It is obvious that the end of the ELT and EFL learning is that the students are able to perform their English proficiency. But this is not the case; Students' speaking ability, to use Chomsky's words, linguistic performance, is poor (Chomsky, 2015). And the claim that students' learning achievement on English subject is very low, if not the lowest. Realizing this condition, Questions might be posed, how is the process in the class–room setting going on? And

why this happens? Such questions need urgent solutions. Answers to these and other related questions have been the purposes of this study.

From linguistic stand point, English is Indo-European language family; it is not only a foreign language in Indonesia. While students in Indonesia, prior to EFL learning, have acquired their local languages and learned some Indonesian (Warta, 2014) which are of different origin. Indonesian and some hundreds of indigenous languages are the languages of Austronesia Family Group. The diversity of the two language family groups, in terms of grammar and sound systems, leads to difficulty for EFL learners in Indonesia. The claim that students' linguistic competence and performance cannot be considered accurate and appropriate is very often heard and addressed to EFL learners. In other words, students' language production is not acceptable and illegible (Chomsky, 2015). This is all because of the acquisition of their mother tongue. Students were born with their mother tongue. The idea that the use of mother tongue in the class –room is the trigger of students' disability to speak fluently does not prove true. The truth is the reverse. Language acquisition device has comprehensively and profoundly explained the issue (Chomsky, 2015).

2 METHOD

This study was a small scale research conducted in the class–room setting, Graduate Program, IKIP Mataram 2015. The study was not designed for experimental but, rather it was an exploratory in characteristics. No treatments were given to participants of the research. In that it tried to explore the issues in depth and looked at their meaningfulness in the context of EFL learning in Indonesia. Ten students from School of Graduate Program, IKIP Mataram, were interviewed. They were mature students and were teachers of English at both private and public schools at Mataram city. Their professionalism as being EFL teachers was considered of great assistance in providing the researcher a detail and comprehensive information on how the ELT and EFL learning actually took place. As they were source of data their speech and utterances were recorded and transcribed. This transcription became qualitative data of the research. Data transcripts were displayed in tables. Analysis on these qualitative data was carried out on the basis of content Analysis. Interpretation and discussion on the findings resulted conclusion. Finally, from results and discussion, conclusions and suggestions were derived.

3 FINDINGS AND DISCUSSION

The analysis of collected qualitative data took several steps. Upon completion, the recorded data continued to transcription of data. Transcription of data was carefully sorted out according to the need and aim of the analysis. Following data analysis, data display and presentation were performed. Data presentationin tables was of great help for the researcher in some ways. In the first place, it helped organize the data questions posed in the research; secondly, data display easily indicates whether it is in line with questions addressed to the participants of the study; and finally, data display helps the researcher better to make data reduction.

The first table displays qualitative data related to the issue of class–room activities, that is how teaching and learning processes took place; what method of teaching were in practice; and what theory (s) of teaching and learning were applied. Ten teachers of English were recorded their teaching experiences and opinions in the context of using mother tongue in ELT and EFL learning. Note that the table that follows presents

a dialogue between R = Researcher, T = Teacher, and 10 N who are participants of the research.

Table 1. The position of mother tongue in ELT and EFL

N	Dialogue	Transcription of T's Response	Message
1	R/T: Do like teaching?	Yes, It is difficult; Students at my school do not understand English	1).Difficult job; 2). Speaking
2	R/T: How do you like teaching?	Teaching is good, I love it; My students do not understand English	1). Difficult job; 2).Speaking ability
3	R/T: Teaching, is it good?	I think it is hard; My students do not get English they have spent for five years, really difficult.	1).Difficult job; 2).Students' English
4	R/T: Teacher of English; do you like it?	I have been teaching English for five years. It is very hard. Students at my school do not speak good English.	1). Difficult; 2).Students' English
5	R/T: Do you love Teaching?	I like it. But it is difficult. Students do not like English, English scores are bad.	1) Difficult work; 2)Dislike English
6	R/T: Do you like teaching?	I was a tourist guide, teaching is good;. I must help them understand English. Their English is poor.	1).Hard work; 2).Poor English
7	R/T: Do you like teaching?	I have to work hard to make them speak English. This is not easy.	1).Better English' 2). Few poor
8	R/T: How do you like teaching?	Teaching is not my choice; I worked in a restaurant. I met many native speakers; Students' English is bad.	1).Students' English; 2).Wrong choice
9	R/T: Teaching profession, do you like it?	I have done this job for 5 years. I worked at Senggigi. I had better income. Now it is not enough; Students' English is poor	1). Salary; 2). Students' English
10	R/T: How long have you been teaching?	I have been teaching for four years. I want to be a good teacher and help my students' English better.	1). Students' speaking; 2).Challenging

Table 1 displays qualitative data (transcription of students' response) to questions addressed to teachers of EFL at some schools both private and public, West Nusa Tenggara, Mataram, Indonesia. They are 10 in number. All of them are teachers by profession. They do the teaching in the morning, and in the afternoon, they are students of Graduate Program, PPs–IKIP Mataram majoring in English education. The researcher has been in charged at that program of study for linguistics. Personally, I am closed to all of them, and academically the researcher knows that they are knowledgeable. Data transcript, qualitative information provided by the subjects of the study, I have no doubt, is true. Put it another ways, the detail information dealing with class–room activities, ELT process, derived from the experienced teachers may lead to better data analysis and better results. In the lines that follow, analysis and interpretation of the qualitative information result: **(1)**. Teaching profession is challenging.

(2) Teachers of English at both private and public schools encounter a great many of problems; **(3)** Teachers are not well paid; **(4)** even if they are, some teachers are

certified and better paid, the demand from school principle is too high; **(5)** students do not show their interests in leaning the target language; **(6)** students' performance in English is terrible, and **(7)**teaching English to non-native speakers is difficult and full of challenges, and finally, **(8)**Students' English has been the real problem; **(9)** Students do not speak English; (10) Students' performance in English is serious problem. The use of methods, principles of language teaching and the reason why things as such happen are not clear. To clarify the points, another table concerning how thing works and why it is highly needed. The information dealing with these two big and very essential questions is displayed below.

To summarize, most teachers (99%) love their teaching profession, and few do not like teaching for various reasons. The problems are especially concerned with students' English performance. They (students) do not speak English, even if they do, their English is not English. And it is clear that mother tongue, students' ancestor languages are of no concerns. They are ignored in the context of ELT and EFL learning. It is probably save to say that local languages are put aside and do not have a place, space and time in the class–room activities, in particular, English class.

The table that follows presents qualitative data transcribed from similar source of data that is ten students of Graduate Program, PPs–IKIP Mataram, 2014–2015 academic years majoring in English education. They were asked, in a dialogue, questions related to the application of certain method of teaching and how such particular method works and why. These two questions are given special and serious attention because they are of great significance in the context of qualitative research. The information yielded by the subjectsof will be of benefit for the theory to explain the issues of teaching and learning currently under serious debate. Further, such information may also help teachers, especially, theorists to make prediction and control future condition. This information was recorded and transcribed.

Table 2. The use of mother tongue in ELT and EFL learning

N	Dialogue	Transcription of T's Response	Message
1	R/T: Do you use English–English in ELT. Why?	I use English (80%); Indonesian, mother tongue, they do not understand English.	1).Mixed methods; 2).Students' English
2	R/T: What is the language of instruction you use? Why?	I use English (85%), Indonesian (10%) ; Mother tongue (5%). No one speaks English.	1)Mixed methods; 2).Students' English
3	R/T: Do you use mother tongue? Why?	I do not use it; I use English (80%); Indonesian. (15%); Mother tongue (5%). Students do not speak English.	1).Mixed methods; 2).Students' English
4	R/T: When do you use mother tongue and Why?	English–English is my instruction. Students do not understand; It is English class. I use Indonesian (10%).	1).Mixed methods; 2).Students' English
5	R/T: Is it necessary to use mother tongue, if it is, Why?	I use English (95%). Only when I do not know the English words then I switch to Indonesian. I do not use local language.	1).English; 2) Indonesian; 3 not mother tongue
6	R/T: Does it help to use	I do not use mother tongue; I use	1).English–

	mother tongue, and Why?	English (95%); Indonesian (5%); Students find it hard to follow. Their English is very poor.	English; 2). Indonesian; 3).not mother tongue
7	R/T: In what way mother tongue helps students better learners, and why?	Mother tongue is not used; I use English (96%), Indonesian (4%). I think the use of mother tongue is not needed.	1) English; 2). Indonesian; 3).not mother tongue
8	R/T: Do you use Grammar Translation Method in teaching English, why?	Communicative teaching is my method; I teach them in English (96%)[Indonesian (4%). Students do not speak English I	1) English; 2). Indonesian; 3)not mother tongue
9	R/T: G.T.M, do you know?	It is the use of other languages; I do not use it. I use English–English (95%), Indonesian (5%); They do not speak.	1) English; 2). Indonesian;
10	R/T: What is G.T.M, and how it works? Why?	Yes, but I do not know how it works. I use English–English (95%), Indonesian	1).English; 2). Indonesian;

Table 2 presents qualitative data. Of this information a lot of great deal can be learned. Analysis and interpretation on this information result the following findings. **(1)** The use of mother tongue is not significant, the activities are mostly in English (80%);teachers want their students to speak English. The fact they (students) do not speak English. Even if they do, their English is hard to understand.

   (2) The class is all in English. English is used (85%), only (5%) uses local languages, and Indonesian is used (10%). This indicates that mother tongue is considered less importance; **(3)** Mother tongue is used only (5%), Indonesian is the second mostly used in the class activities (10%) and English is used (80%), meaning that although teacher uses mixed methods but the use of mother tongue in class–room English is ignored; **(4)** The use of bilingualism characterizes the English class, teacher uses (90%) English in teaching the students English, only (10%) Indonesian is in use. Mother tongue is totally of no use; **(5)** English is used (95%) and Indonesian is used only (10%). Mother tongue is of no use in the class–room process; **(6)** Mother tongue is totally ignored in the class–room (0%), two languages are used, that is Indonesian (5%) and English is used mostly in the class (95%); **(7)** This class uses (96%) English, (4%) Indonesian, and mother tongue is not at all used; **(8)** In this class two languages are used as language of instruction, the first is English (96%) and the rest is Indonesian (4%); **(9)** English and some Indonesian characterize this English class, English is used mostly in the class (95%), while Indonesian (5%) is of no significance, and mother tongue is absolutely ignored in the class –room activities; **(10)** Mother tongue in the class is not at all used (0%), and Indonesian is used only (5%), English on the other hand is used mostly during the class, that is (95%). Briefly, to summarize, the use of English–English in ELT and EFL learning does not guarantee that our students speak the target language. The fact that most students, if not all, does not show better English performance. Again, this reality raises a very fundamental question, why? Chomsky's LAD theory will answer this basic question in discussion.

DISCUSSION

This study explored the position of mother tongue in the context of ELT and EFL learning in Indonesia. Issues on ELT and EFL were also the concerns of the study. The

focus was on local language and foreign language teaching. Based on the information collected from subjects of the study, ten students from Graduate Program, PPs–IKIP Mataram, and critical analysis and review of overall research, I found out some points that follow.

(1) Experienced teachers, sources of information of the present study, claimed that most students, if not all, did not perform good English. They did not, to use Chomsky's words, have linguistic performance. Even if they spoke, they did not speak English in the sense that their English was not English, because it was illegible. Their English was not in line with the systems of grammar and sound of English. Indonesian learners had previously acquired and learned their mother tongue and Indonesian. Indonesian and local languages in the country were linguistically different from English. The first two mentioned were Austronesia Language Family Group, while the last belonged to Indo–European Language Family. Cultural diversity, linguistic differences, and language origin had been claimed to have serious implication in language learning. Linton (2012), for example argued that "N*on–Native speakers of English learners encountered certain serious difficulties to learn English because the two languages are nowhere close each other in grammatical system, linguistic components, idioms and phrases, oral expression as well as different socio–cultural background in which the languages originated"* (2012: 135).

(2) Indonesian students were born with their mother ongue. Their linguistic systems were innate though they were limited. But with these limited rules they were able to produce unlimited numbers of expressions. Their language production was unlimited (Chomsky, 2015). Being born with their mother language their habit, tradition, local environment, custom, and culture became innate too. In other words, they had their characters of their ancestors (Warta, 2014; Chomsky, 2012). Concerning language production, Chomsky (2015) pointed out: *"We acquired language only once which was stored in our left hemisphere; no other language is possible in the possession of the first language"* (Chomsky, 2015, 2011, 2012; Kavaliauskienė, 2009).Chomsky's credo on language acquisition should be given special attention. In the context of learning non–native or second language his theory of LAD is very crucial. Because the theory has its implication on how language is processed and produced in the brain of human being. Studies on relation of language and the brain indicate that human brain, especially the left hemisphere has already been a slot for the first language process and language production. This means that the production of new or other languages will never be equal to that of native language (Meyer, L. and Alvarado, B. M. Eds. 2010). By the same token, it is saved to say that our students' English performance will never be exactly like that of the native speakers English. The claim that students' English is poor, they do not speak English is naturally speaking a common sense.

(3) It is also found out that all subjects of the research proposed students' English performance as being poor. This is real, not fiction. Our students are not able to perform better English; it is the fact. Their long experience of learning the language does not guarantee they speak the target language like that of the native speakers. Research investigation, theories of language, and other related disciplines suggest that human beings are, a part from being universal, unique. These uniqueness and universality are not restricted only on linguistics; but they include all aspects of human lives (Bowers, 2009; Nation, 2012). Chomsky (2015) discusses in a great detail about the matters. His discussion in linguistics has been considered of highly significant. And the contribution of his most popular concepts, universal grammar, to language teaching is of no doubt. Further he says, *"Every normal born being has the capacity to learn, not to acquire, other languages"* (Chomsky, 2015). According to Chomsky (2015) all languages share

something in common. Indo–European languages recognize both vowels and consonants, thus they have the structures on the level of phonemes, the smallest units of linguistic analysis. On the other hand, phonemic analysis, morphemic, and syntactic structures are common in Austronesia Family Group. In the context of language learning the concept universal grammar is of assistance for linguists to understand how the systems of language work. And finally, It will be of help for language learner to know the grammar under study.

(4) In addition, we also found out that teaching FL is challenging. Most of the teachers, if not all, proposed that ELT is difficult. They have tried to do their best. The results however, is disappointed. Students' learning achievements is far from being satisfied. They perform very badly. This problem of students' language performance requires some kind of reflection. Upon reflection, we are led to refer to the concept of Chomsky's linguistic uniqueness. According to this credo, human language is different in some ways. Cultural diversity has been considered the most important. The second most crucial uniqueness is that of linguistic differences. The linguistic diversity includes all levels of linguistic structure. Teachers of language are expected to identify the area of differences of the target language. There are many resources available. Publications on linguistics, both micro and macro–linguistics are not difficult to access. If, and only if we are able to see the diversity of the language then we are able to help students to be better language learners. It is very possible to be good at grammar. Accuracy is possible. In other words, students' English might be acceptable from the stand point of grammaticality. Impossibility is, however, on the fluency. Speech production is unique to human language.

(5) The findings of the study reveal that the use of English–English in class–room English does not bring good results. Teachers claim that students do not speak English proved true. They complaint with the condition of learning, and all claims are addressed to students performance. We may be idealist, but being realistic is a must in such situation. To be is to be perceived. This is a good lesson to learn for all of us; teacher is of no exception. It is of no use to expect students to speak English–English. To be native speakers of English is impossible; what is possible is to be closed to the standard of English. Ideally, there is a balance between linguistic competence and performance, but this is hard, if not impossible, for students have already acquired their first languages; secondly, English has been and will be forever a foreign language in the country.

(6) The research findings also demonstrate the absence of mother tongue in English learning. "No, I don't use mother tongue in teaching English to students in the class–room setting". This statement proposed by teachers (99%) who use only English in English class. They reason that they are dealing with English subject and their objective is to help the students speak the target language. Speaking the language does not mean that students are involved only on oral; it includes understanding the language. This is true because language is universally understood as a system. It is not a single system, but rather a system of sound and grammar. To borrow Chomsky's phrase, language is rule–governed; speaking a language therefore, is involving in rule–governed form behavior (Chomsky, 2015; see also http://creativecommons.org/licenses/by-nc-sa/3.0/)

(7) The research analysis, further, finds out the fact that the use of English–English has not been of assistance in English class. This implies that the use of mother tongue can be an alternative. In the context of language accuracy the application of students' mother language is helpful. Linguistic theory provides a comprehensive and profound explanation on the importance first language to second or foreign language learning. It should be noted that the term learning is used to second or foreign language; while acquisition is mother tongue. Thus, we make a distinction between language

learning and language acquisition. Acquisition is to spoken or fluency; and learning is to written or accuracy. It is, therefore, the use of mother tongue in language teaching is a must provided that language is not only a system of sound, but also viewed as a system of grammar rules. There are semantic aspects of language. Teaching the meaning of a linguistic unit is not easy. Meaning is not purely linguistic context. Non–linguistic context plays very important role in semantics. Theory of semantics both micro and macro are helpful. However, we have great difficulty in finding out the meaning of a single word. In particular, if it is concerning with cultural semantics. Theory of semantics is not able to explain. In this case, we have to put mother tongue into practice. In short, mother tongue should be essential part and parcel of English language class–room. By using mother tongue in English class, we are involved in the process of preserving these minor languages. Criminalization is against the rules. Every language has the right to exist. Mixed methods of teaching English are highly recommended.

(8) The researcher, in summary, points out some of the following ideas. Firstly, English divers from students' language, both their national and local languages; English belongs to that group of Indo–European languages, while Indonesian and hundreds local languages are parts and members of Austronesia family; secondly, teachers of English should be familiar and familiarize themselves, with the concepts linguistics, especially those of universality and uniqueness; third, learning a language and acquiring language should be clearly distinguished, clarifications of concepts become a necessity, or misunderstanding may happen; and finally, teachers of English should be equipped with other disciplines a part from teaching. Supporting disciples such as micro and macro–linguistics, and the study of Language and Mind are of highly needed. Language is constantly in the state of changing. Theory of language also developed. Teachers as users should constantly keep in touch with a new development of linguistic theory. By so doing, the problem encountered in the real class–room setting can be explained. It is not enough to know only how to teach; what to teach is even more important. Only when we have what to teach that is knowledge or material of teaching, that the class–room activity will take place. Material development then becomes crucial and primary. Very often, teachers of English end their teaching by saying, "well, the materials is finished, we have to stop the class". This is not true. The truth is we are not knowledgeable enough.

4   CONCLUSIONS AND SUGGESTIONS

The present study offers some important recommendations to teachers and students. Language is rule–governed behavior; teachers should deal therefore, with the rules of speaking and the rule of grammar; Language is both unique and universal; students should be taught not only those which are similar, but also the diversity of the language; culture is embedded in language therefore, cultural diversity should be considered by teachers of FL learning; Indigenous culture is unique, and because culture is embedded in the language, local languages in the context of English classes should be introduced; The introduction of local cultures may help support the message of UNESCO.; that multiculturalism, multilingualism, and ethnicity, should be well maintained, because they are our national and world wide assets. In short, teach the students not only English, but also mother tongue. English is language of science and knowledge, and mother tongue is the language of the heart. We need our students both intellectually and morally good. We may think globally, but we must act locally.

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ADOPTING FINNISH LESSON ON TEACHING ENGLISH FOR YOUNG LEARNERS (A CASE STUDY AT SMP LAZUARDI AL - FALAH KLATEN)

Fibriani Endah Widyasari
fibri.feelgood@gmail.com

UniversitasWidya Dharma
Klaten

ABSTRACT

Many efforts have been done by Indonesian government through its education policy by developing curriculum for learners on improving their English ability both at public and private schools. Schools have to determine appropriate teaching model to provide convenient learning atmosphere for the students especially for young learners which are identically to learn with fun. One of the private schools in Klaten which considered enhancing of its teaching quality is SMP Lazuardi Al-Falah which adopting teaching model from Finland Educational system which is reflected on the teaching and learning English. The aims of this research are, (1) to get description how is the implementation of Finnish lesson adoption in teaching and learning English of SMP Lazuardi Al-FalahKlaten, and (2) to find out what are the significant policies changing had been made by school principal regarding to the Finnish lesson adoption in teaching and learning process. The research belongs to the case study which investigating phenomenon happen in private schools in Klaten which make very serious efforts to increase students' achievement in learning English.

Keywords: Teaching English, Finnish Lesson, Case Study

1   INTRODUCTION

English is considered as a means of communication among people in the world and has to be learned and used by Indonesian in order to establish mutual relationships with people from other nations and grow worldwide as the part of global development. Many efforts have been done by Indonesian government through its education policy by developing curriculum for learners on improving their English ability both at public and private schools. Schools have to determine appropriate teaching model to provide convenient learning atmosphere for the students especially for young learners which are identically to learn with fun.Junior High School is in the level of young learners. Young learners are in the range of about two years old until about 14 years old.Piaget (1963: 34) states that young learner's foundation of thinking, language, vision, attitudes, and other characteristics develop through the direct interaction with things and environment around them. In this case, foreign language learning must consider the needs and characteristics of young learners in order to be successful in learning.

Finding students learn in classroom with their big smile and non-stressful feeling is quite challenging for teachers in most of schools in Indonesia. The teacher centered method of teaching had been done for decades and this might takes serious attention from government as the curriculum had changed from time to time as the effort to encourage students actively and creatively achieving the learning goals, it is reflected on curriculum 2006 (*KTSP*) and 2013. The government through curriculum development turned out the conventional style of teaching which centered at teachers into students centered learning approach which students have their own authority to improve their learning style and teachers' role as the facilitator.

> *Student-centeredinstruction (SCI)is an instructionalapproach in which students influencethe content,activities,materials,and paceoflearning.Thislearning model places thestudent(learner)in thecenter ofthelearning process.The instructor provides students with opportunities tolearn independentlyandfrom oneanother andcoaches themin theskills theyneed to do so effectively.(Collins&O'Brien,2003).*

Regarding to the policy changing, some Indonesian private schools built their commitment in improving student learning by supporting teaching qualityconcerning to schools credibility. Private schools have more flexibility examining schools management whereimportantdecisions aremadeconcerning curriculum, schoolpolicies,andclassroom practices.WhilepublicschoolsnecessarilymusttakesomedirectionfromDepartments ofEducation.According to National Center for Education Statistics, US Department of Education(1997) Privateschoolsprovide analternative forparents who aredissatisfied withpublic schools orhaveotherreasons forwanting theirchildren to attenda privateschool. It is necessary for private schools improving their quality as the competitive requirements for schools are needed.

As the one of the private schools in Klaten, SMP Lazuardi Al-Falah improve the students learning and ability by supporting teaching quality and providing various otherservicestosupporttheacademic needs oftheirstudents which adopting teaching model from Finland Educational system which is reflected on the teaching and learning English.

> *In the first international PISA (Programme for International Student Assessment) published by OECD in 2001, Finland achieved top positions in mathematical, reading, and scientific literacy. Since then, policy makers from around the world have tried to learn from its extraordinary and unexpected success. However, Finnish scores in all domains slipped in PISA 2009 and to an even greater degree in PISA 2012 (Sahlgren, 2015: 5).*

Finnish lesson emphasizes on teaching model and teachers qualification. According to Sahlberg (2011) the main characteristics of Finnish lesson is more collaboration, less competition; standardize teacher preparation, not teaching; sustained and productive contexts of learning cannot exist for students if they do simultaneously exist for teachers; it is equity that drives quality improvement, not the other way round. Meanwhile, Finnish vision of school (1970) states Schools aim is to raise human beings to find strengths in their own personality, to be responsible and to respect each other's fundamental rights. Human beings with good self-esteem are eager to learn the necessary knowledge and skills.

ThispaperaimstoshedlightonquestionsandtofilltheresearchgapinEnglishteachingin SMP Lazuardi Al-FalahKlaten which adopting Finnish Lesson in teaching English.A

specialinterestistakeninbothteachingimplementationandthepolicies changing.Thefollowingresearch questionsaresetforthepresentstudy:

(a) How is the implementation of Finnish lesson adoption in teaching and learning English of SMP Lazuardi Al-FalahKlaten?

(b) What are the significant policies changing had been made by school principal regarding to the Finnish lesson adoption in teaching and learning process?

Toanswerthesequestions,classroomobservationsinEnglish classwerearrangedandthestudydescribedin findings and discussionis conducted.

2   METHOD

This study conducted is based on the case happens in English class at SMP Lazuardi Al-FalahKlaten. Since this study attempts to investigate a case, it belongs to qualitative research as it is classified as case study. According to Gall *et.al* (2003: 435), qualitative research is also called case study research. Case study research evolved as a distinctive approach to scientific inquiry, partly as a reaction to perceived limitations of qualitative research.

The data collected from observations and interviews and conducted at first grader students of SMP Lazuardi Al-FalahKlaten. Observations were done in English classes and interviews were taken from students and teachers as the participants. According to Emzir (2011) interview, observational, documentation, photo, recording and formal conversation are the source of qualitative data. The source of observation, interview and documentation are commonly used.

Analysisoftheclassroomobservations   and interviewbeganbyexcludingmaterialthatrepresentedgeneral m e t h o d s o f teaching conducted by English teachers to find out the whole implementation of adopting the Finnish Lesson in English teaching and learning Process rather than the implication and the significant result of its implementation.

3   FINDINGS AND DISCUSSION

This part presents the findings and discussion of the study as the result of classroom observation of teaching English and interview from students dealing with the implementation of Finnish lesson and the school policies changing as the effort of improvement of students' achievement in learning English at SMP Lazuardi Al-FalahKlaten.

3.1   The Implementation of Finnish Lesson

3.1.1   *Classroom Setting*

The first grade of SMP Lazuardi Al-Falah consists of six students whereas the size of the classroom is fit to thirty students inside, it assumed that there is enough space to design the set of the table into circle shape, it is aimed that all students can share and collaborate their project actively and the rest of the space is used to do various activities freely. There are set of teaching media, LCD Projector, books shelf, and teaching equipment.

3.1.2 Teaching Media

Students freely socialize one with another during the lessons. They freely use their phone cell, laptop, internet, and the authentic things around them. School provides living things (animals and plants) as the teaching media and students have responsibility to take care of them, students are expected can meet the real life and learn from it.

3.1.3 Teaching Method

Teachers use interaction, open collaboration, and project based learning for the teaching methods and English is used as a medium of teaching and learning instruction.Students have to work projects given by teacher, share the works and present it in the classroom. All of the projects are done collaboratively and presented individually based on each point of view and report. In addition, teachers do not give homework to students and reduce test. Students make marketable crafts and have to sell those crafts in order to improve their creativity and entrepreneurship.The students know what they are supposed to do and are then given the freedom to do it. This is a skill that carries over into all other academic fields. Not only does working on independent projects teach a student how to work on a task until it is finished, the skills themselves teach students how to be independent and do things for themselves. All of the activities during at schools are communicated presented using English.

3.1.4 Time Allotment

School is held only 5 days per week. A typical school day started on 7.30 and ended at 14.30 with 15 minutes break for every 45 minutes of learning. During a typical break, students head outside to play and socialize with friends. It gives students to interact and socialize with friends during in schools and spent more times with family at home as they have more holidays.

3.2 The School Policies Changing

3.2.1 School Cooperation

In implementing Finnish lesson, SMP Lazuardi Al-FalahKlaten has signed the memorandum of understanding with the government of Finland as the umbrella of the National Dream School Project which have to find partnerships in promoting Finland education system as a main duty. By signing the memorandum of understanding, school has an official consultant in implementing Finnish Lesson both in managerial and implementation levels.

3.2.2 Teacher Requirements

Since the quality of an education system cannot exceed the quality of its teacher or in another word the most important single factor in improving quality of education is teachers, schools release the policy for all teachers must hold the master degree on its requirements followed by the obligation for present teachers who hold bachelor degree must pursue the master. Theyareprovided timetoplan, teach, assess students independently.

3.2.3 Learning Goal

School emphasizes the learning is based on own experiences, meaningfulness and joyful. There isabeliefthatcurriculum, teaching,andlearning are priorities, notteachingtotests.Howastudent thinks andlearns isresponsibilityof schools, notresult of standardizedtestscores. School determines the learning goal as the process of learning as

the priority rather than result, it is expected that students have balance knowledge and wellbeing values for the future life they have to involve with. Teachers have to see students learn, grow and develop as human beings.

3.2.4   School Infrastructures

School provides great working environment that encourages and empowers teachers to do their jobs. Students are facilitated the classroom designs which are more like homes.

4   CONCLUSIONS AND SUGGESTIONS

The implementation of Finnish lesson in SMP Lazuardi Al-FalahKlaten has been undergoing to improve students' achievement in English proficiency. There are main obstacles faced to be the real challenges, one of the Finnish lessons policy is that students do not have the standardization test whereas Indonesian education system still have it. Teachers'workplace allows them tofulfilmoralmission, they have the same autonomyas adoctor and paid in high salary. Teachers in Finland are required to master pedagogicalschools. Programs include theoryofeducation, pedagogical content knowledge, subject didactics andpractice. In addition, they are demanded to have Cooperative learning,problem based,reflectivepractice, andcomputer-basedinstructionsarepart ofalluniversity training.Research-based classes andexpectations, theymustconduct aresearch- basedproject andbe awareofwhatroleresearchplays inbest-practice instruction. Meanwhile, Indonesian teachers more likely to be less of quantity that have those requirements, especially for the teachers who attain the age of 40 years old.

The general problems appear in most schools in Indonesia which influenced by National Education System also faced by SMP Lazuardi Al-FalahKlaten, it is needed a significant commitment and policies from schools decision makes to support the success of finish lesson program.The findings can be concluded that the adoption of Finnish lesson can dramatically change students' motivation and interest in learning English and create positive classroom atmosphere which encourage students learning with less of pressure.

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TEACHING ENGLISH SPEECH SOUNDS TO ENGLISH STUDENTS : CONTRASTIVE ANALYSIS APROACH

I Gede Budiasa
budiasa.igede@yahoo.com

English Department, Faculty of Letters and Culture, Udayana University

Abstract

Teachers of Foreign Languages may wonder why they have to go through a Contrastive Analysis (CA) of the students first language and the target language. CA is essential for fourfold reasons. Firstly, it is realized that the most effective materials (for teaching an L2) are those based upon a scientific description of the language to be learnt, carefully compared with a parallel description of the native language of the learners (Fries in Lado, R.1945:13). Secondly, CA is device for predicting points of difficulty and some of the errors that learners will make. Thirdly, by contrasting the sound system of the target language and the first language, could the problem sounds be anticipated to be taught. Finally, English teachers ought to be aware of the nature of the learners'' native language and the language to be learned either on phonological aspects or others. The mastery of the target language phonological aspect is particularly important for the teachers. This enables them to have appropriate pronunciation in terms of accuracy as a good model because the students will imitate or mimic it.For an empirical study, five out of seven individual sounds /v, θ, ð, ʒ, ʃ/ which occur most frequently but absent in Balinese are investigated in detailed. The tests of individual five sounds in specific contexts, i.e. single sound, word-initial in all four boxes: (i) Sound Discrimination, (ii) Sound Identification (Reception); (iii) Repetition from the tape and (iv) Reading aloud (Production) are administered to twenty Balinese native speakers. The test results show that the phonological competence of Balinese native speakers on perceiving English difficult sounds is much better than producing them. Recommendation to anticipate more effective and efficient teaching of the problem sounds are made after the empirical study on account of teaching pronunciation in general and in particular two problematic English inter-dental fricative speech sounds /θ, ð/ and its adjacent counterpart speech sounds /t/ and /d/ as alveolar stops out of seven 'offending' sounds' as trouble spot by presenting a sample lesson plan as a frame of reference. These two speech sounds are picked up for the most problematic ones not only for the Balinese native speakers but also for the Indonesian speakers in general

Keywords. contrastive analysis, target language, error, production, reception, speech sound.

1 INTRODUCTION

Many students wish to be able to speak English well, with pronunciation which can be easily understood both by their fellow students and by English speaking people. However, they cannot attain this because of a number of factors. English Pronunciation is not based on spelling. Language is primarily an oral phenomenon, and in many respects

(but not in every respect), the written form can be considered as a kind of representation of the spoken one. Although it must be admitted that there are many regularities between sounds and written symbols which are valuable for the teacher as well as the learners to know, in certain well known areas there are irregularities.

The nature of the problem is twofold: firstly some sounds of English are represented by more than one written letter or by sequences' of letters (see e.g. /ɪ/ in city, busy , women , pretty., village); and secondly, many letters of English represent more than one sound (such as the letter a stands for five different vowel sounds in fall /ɣoːl/, banana /bənanə/, bather /beɪðə/, man /maen/, many /menɪ/, or a letter may not represent any sound at all (e.g. h in honest , hour ; k in knapsack, knowledge b in subtle , doubt , debt, etc. The case of the illogical senselessness of English spelling; G H 0 T I (Mocine, 1970:72).

George Bernard Shaw spelled fish "ghoti", the /f/ sound in enough, the sound /ɪ/ in women and /ʃ/ sound in nation This becomes pitfalls to our students as Balinese and Indonesian are orthographically and syllabically pronounced.

There are two main problems, in the teaching of pronunciation covering linguistic and pedagogical in nature (Abas, 1965:78). The linguistic problem involves the analysis and the comparison of the learners' language and the language to be learned. The pedagogical problem is listing the trouble spots known as linguistic pitfalls and others. English and Balinese belong to two different language families. Needless to say the sound systems of the two languages will differ greatly. It should be admitted that a speaker of Balinese will face many difficulties, such as in recognizing and producing certain phonemes. Being aware of this, the solution to the following problems will be sought.

(i)   How to identify English sounds which are completely absent in Balinese.
(ii)   How to list the phonemic variant (allophones) for Balinese and English.
(iii)   How to state the distributional restriction on the phonemes and allophones of each language.
(iv)   What mistakes are likely to be made by Balinese native speakers when producing or perceiving English problem sounds.
(v)   As far as English Language teaching and learning is concerned, pronunciation is essential for threefold reasons according to Ponsonby (1987:vii):
(vi)   Language is a means of communication having three components
(vii)   (a) Structure of the grammar of the language; (b) Vocabulary or lexis is a word that conveys meaning; (c) Sounds, stress, and intonation patterns, which combine to make up Pronunciation
(viii) Communication is a two-way process:
(ix)   Understanding other people when they speak needs knowledge and awareness;
(x)   Conveying what you want to say so that other people can understand you needs knowledge, awareness and control.
(xi)   Too much mispronunciation will result in:

a) offence to the listener,
b) misunderstanding by the listener,
c) complete lack of comprehension by the listeners.

So far as TEFL or TESL is concerned, it is accepted practice to find out the areas that are likely to cause greatest difficulties. These kinds of difficulty can be verified in terms of a Contrastive Analysis (C.A.). With regard to this study, the C.A. of the students' mother-tongue, Balinese as Source Language and English Segmental

Phonemes in particular as Foreign Language or Target Language is made. The Lesson Plan will be proposed to anticipate how to teach the problematic absent speech sounds in English particularly English interdental fricative speech sounds /θ, ð/ and its adjacent counterpart speech sounds /t/ and /d/ as alveolar stops

2 METHOD

Armed with what Fries in James (1980) a CA basically involves two steps: description and comparison of phonological system of Balinese as L1 and English as L 2. Executing a CA of the sound systems of two languages needs the steps including i. drawing up a phoneme inventory of L and L2. ii. equating phoneme interlingually; iii. listing the phonemic variants (allophones) for L 1 and L2 iv. stating the distributional restriction on the phonemes ad allophones of each language (James, 1980:74) The study is done by administering a number of tests on Balinese native speakers' phonological competence on the reception and the production of five English speech sounds /ʊ , θ , ð, z, ʃ/ / in order to detect how accurate the students' reception and production to the target speech sounds.

Sound Boxes are used to illustrate that every language has a different number of sound boxes. For example , four of English boxes contain the speech sounds at the beginning of words: fin, thin, tin, sin, respectively /f/,/θ/,/t/,/s/

/f/	/θ/	/t/	/s/

This difference will lead to the students' mother-tongue interference or acquired language interference when producing the absent sound box in their first language (O'Connor, 1980:74).

2.1 What is Contrastive Analysis?

Els, et al (1984:38) defines C A as systematic comparison of specific linguistic characteristics of two or more languages. A number of fundamental and applied objectives have traditionally been attributed to C A:

(a) Providing insights into similarities and differences between languages;
(b) Explaining and predicting problems in L2 learning;
(c) Developing course materials for language teaching. Some highlights on approaches to C A can be pinned point as follows;

    i. In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning;

ii.   The teacher who has made a comparison of the foreign language with native language of the students will know "better" what the real learning problems are and can better provide for teaching them;

iii.   The most effective language teaching materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learners,

(Lado, 1957:1).

2.2   Pedagogical Implication of CA

The teachers of Foreign Languages may wonder why they have to go through a Contrastive Analysis of the students first language and the language to be learnt or the target language.

Firstly, it is realized that the most effective materials (for teaching an L2) are those based upon a scientific description of the language to be learnt, carefully compared with a parallel description of the native language of the learners (Fries in Lado,R, 1945:13)

Secondly, Contrastive Analysis is device for predicting points of difficulty and some of the errors that learners will make. In Contrastive Analysis to predict means to show with some kind of an explanation what-where-why certain areas in the target language are likely to be potential trouble spots for the learners rather than 'know with certainty.

Thirdly, by contrasting a description of the sound system of the target language with that of the first language, we
anticipate the problem sounds that need to be taught and the particular features that are difficult, Thereby it provides teachers and developers of EFL or ESL materials with specific guidelines for lesson plans in teaching pronunciation.

Finally, English teachers ought to be aware of the nature of the learners' native language and the language to be learned either on phonological aspects or any other language aspects so that they are. able to concentrate their teaching on the 'trouble spot' The mastery of the target language phonological aspect is particularly important for the teachers. This enables them to have appropriate pronunciation in terms of accuracy as a good model because the students will imitate or mimic it.

Lado in James (1980:15) states that we can predict and describe the pattern (of L2) that will cause difficulty in learning and those that will not cause difficulty. Obviously that CAs have predictive capacity of the form of errors. Balinese and Indonesian students in general tend to use /s/, t/, /p/, /f/, /d/ for English /θ/ and /ð/. It should be admitted that not all errors are caused by mother-tongue interference (transfer error). Other major causes of errors are overgeneralization (analogical errors or intralingual errors) and teaching induced errors. A great benefit on something highlights on approaches to C A pinned point in the previous section can be taken to give some pedagogical implications of C A.

2.3   Teaching Pronunciation

Pronunciation in the usual sense of the word means the production of speech sounds. It is an oral process. Teaching the pronunciation of a foreign language has often meant teaching the students merely to produce the sounds of the language. Pronunciation of a foreign language is, however, a twofold process. It involves aural receptivity or the recognition of the sounds in a foreign language as well as the actual production of them

2.4   Remedial Teaching

The strategy for dealing with individual sounds is by remedial teaching. This can be considered as consisting of two separate approaches (1) Instant Remedial and Planned Remedial

(Hubard, et al,1983:209). For instant remedial the strategy will be divided into four parts: (1) Imitation; (ii) Demonstration; (iii) Association and (iv) Explanation.

The teachers first of all draw attention to the 'offending sound' and pronounce it in isolation to be imitated by the learner(s). If this fails, they may then demonstrate how the sound is formed, e.g. by telling their students to watch them carefully as they put their tongues between their teeth to produce /θ/ and /ð/. However, certain sounds are not easily made visible, so the teacher may adopt the process of association. If the /g/ of "Good" in ("Good Morning") proves difficult, the sound must be isolated and attention can be drawn to its similarities with /b/ and /d/ on account of voicing, and with /k/ on account of its point of articulation. Finally, explanation may help as the teacher explains (in the mother-tongue, if necessary) how the sound is formed and gives instruction to the students) to move their tongues forward, round their lips more, etc. If, after this process of instant remedial work, the 'offending' sound is still proving difficult, then obviously there is the need for planned remedial work. The teacher should not continue to insist, but make a note of the problem and plan a short remedial drill for the following lesson. Remedial work is specially devised work to help students remedy errors they are still making in previously taught sounds The planned remedial teaching involves twofold process namely Recognition of the sounds and the Production of them.

3   FINDINGS AND DISCUSSION

Phonemically, a number of seven English consonants are absent in Balinese including /f , v , θ , ð, z, ʃ, ʒ/ / and only one Balinese consonant is absent in English /nÅ/ (alveo-palatal nasal). Unlike English which has a great number of diphthongs and triphthongs, Balinese does not have any of them but it has a great number of sequences of two vowels such as /aa, ai, ao, oo, əə/ etc. On account of consonant clusters, Balinese has simple consonant clusters only in word-initial /CCV/, word-medial /VCCV/ and never in word-final /VCC/ and it does not have complex consonant clusters /CCC(C)V/. It is observed that Balinese or Indonesian learners of English have propensity to insert /ə/ (schwa) between the adjacent consonants or drop the last ones when they produce complex consonant clusters and other absent consonant clusters in their own language.

In the course of phonotactics, most of present consonants and vowels in both languages have the same distributional features in terms of word-initial, word-medial and word-final with the exception of /h , tʃ , dʒ , ŋ, e, ʊ, ʌ /.

Phonetically most of segmental phonemes show a certain range of phonetic variation which can be accounted for in terms of

evronment. phonologically ruled by complementary distribution. The voiceless stops /p, t, k/ in Balinese are unaspirated [p=, t=, k t=] in utterance-initial and often unrleased [pë, të kë] in utterance-final. However in English, those voiceless stops are aspirated [pʰ, tʰ, kʰ] in initial prevocalic post junctural stressed syllables and in utterance-final position they are often released. The voiced stops /b,d,g/in Balinese are characteristically unreleased in utterance-final position. Elsewhere, they are much like the English voiced stops. The alveo-palatal affricates /tʃ , dʒ / in Balinese are considerably less friction [cÌ, jÌ] in the release than marks English./tʃ , dʒ/ Each vowel in Balinese except /a/ has a higher, tenser allophones and a lower, laxer ones. The higher, tenser

allophones occur in open syllables, the lower, laxer ones occur in closed ones. However in English height, tenseness or let us say length of vowels are distinctive or different phonemes rather than allophonic variants.

Concerning the test results, the average score of each test shows that the phonological competence of Balinese

native speakers on perceiving English difficult sounds (Test 1: 82.30 %; Test 2: 83.50 %) is much better than producing them Test 4: 15 % Test 4: 12 %). The faulty pronunciation is mainly caused by their mothertongue interference The first language has a substantial influence on the target language in the area of pronunciation.. Balinese native speakers are inclined to transfer the sound system of their native language and use it instead of that of the foreign language without fully realizing it. This transfer occurs even when they consciously attempt to avoid it. Force of habit influences their hearing as well as their speaking. They do not hear through the sound system of the target language but filter what reaches their ears through their own sound system. Consequently they have propensity to substitute their native /t/, /s/ for the English /θ/ː /d/ for /ð/ /s/ and Indonesian /sË/ or /sj/ for /ʃ/; /s/ for /z/ and /b/, /p/, /w/, Indonesian /f/ for /v/. Balinese and Indonesian have boxes which seem similar to the English for /f/, /t/ /s/ and /p/ but do not have a special box for the /T/ sound. The word thank /θæŋk/is

produced respectively as /fæŋ/,/tæŋ/,/sæŋ/,/pæŋ/. See the chart.

English:
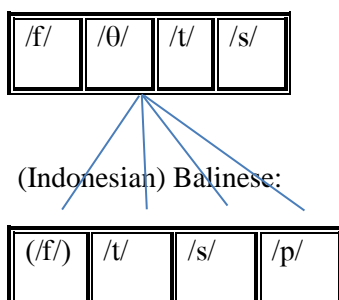
(Indonesian) Balinese:

Concerning the test results, the average score of each test shows that the phonological competence of Balinese native speakers on perceiving English difficult sounds is much better than producing them, Balinese native speakers are inclined to transfer the sound system of their native language and use it instead of that of the foreign language without fully realizing it. As results, they frequently substitute their native sound system for the target language sound system which occur adjacent to the same manner and point of articulation.

4   CONCLUSIONS AND SUGGESTIONS

Having made a Contrastive Analysis of English and Balinese Segmental Phonemes and administered a number of tests' towards Balinese native speakers the findings can be concluded as follows.

Phonemically English differs from Balinese on account of their phonemic inventories, phonotactics or distribution of their vowels and consonants and their patterns of consonant clusters. English has twenty four consonants /p, b, t d, k,g, f, v, θ,ð s, z, ʃ,ʒ

, h, tʃ, dʒ , m, n, ŋ , 1, w, r, and j/ whereas Balinese has eighteen consonants /p, b, t, ds k, g, tʃ, dʒ, s, h, m, nÅ, n, ŋ, 1, r, j, and w/. Seven English consonant phonemes are absent from Balinese namely /f, v, θ,ð, z, ʃ,ʒ/ and only one Balinese consonant phoneme-is absent:in English, i.e. / nÅ /, (alveo-palatal nasal). English has twelve vowels comprising short and long ones, such as /ɪ,e,ə,æ,ʌ,ɒ,ʊ ɪ,iː,ɜː,ɑː,ɔː,uː/; eight diphthongs /ɪə,eə,ʊə,eɪ,aɪ,ɔɪ,əʊ and aʊ /; five triphthongs / eɪə,aɪə,ɔɪə, əʊə and aʊE / However Balinese has six vowels only /i, e, a, ə u and o/. Higher or tenser, lower or laxer ones are regarded to be allophonic variants. It does not have any diphthongs and triphthongs but it has a great number of sequences of two vowels /aa, ai, ao, aa, ia, ii, io, ia , ua, ui, uu, us, ea, ee, eo, e ə , oa, oo/

As far as the phonemic distribution is concerned, most of present consonants and vowels both in English and Balinese have the same distributional features in terms of word-initial, word-medial and word-final. The difference lies on some
consonants such as /h, tʃ , dʒ , ŋ , r /

In the course of consonant clusters, English has initial and final consonant clusters with the formula /CCV-/ (Simple Clusters); /CCCV-/ (Complex Clusters) and /-VCC/; /-VCCC / or even /-VCCCC. Balinese, however, has simple clusters only in word-initial /CCV-/ in word-medial /-VCCV-/ and never in word-final /-VCC/.

Phonetically, most segmental phonemes show a certain range of phonetic variation which can be accounted for in complementary distribution. The voiceless stops /p, t, k/ in Balinese are unaspirated f p= , t=, k= in utterance -initial and are often unreleased /pë, të , kë/ in utterance-final. However in English, those voiceless stops are aspirated /pʰ, tʰ, kʰ/ in initial prevocalic post junctural stressed syllables and in utterance-final positions are often released. The voiced stops /b,d, g/ in Balinese are characteristically unrleased in utterance-final position. Elsewhere, they are much like the English voiced stops. The alveo-palatal affricates /tʃ /, /dʒ / in Balinese are considerably less friction [cË, jË] in the release than marked English /tʃ, dʒ/

On account of vowels, all vowels in Balinese except /a/ has a higher, tenser; allophone and a lower, laxer one. The higher, tenser allophones occur in open syllables, the lower, laxer ones' in closed ones. However in English, height, tenseness or let us say length of vowels are distinctive rather than allophonic variants

Concerning the test results, the average score of each test shows that the phonological competence of Balinese native
speakers on perceiving English difficult sounds is much better than producing them, Balinese native speakers are inclined to transfer the sound system of their native language and use it instead of that of the foreign language without fully realizing it. As results, they frequently substitute their native sound system for the target language sound system which occur adjacent to the same manner and point of articulation.

Recommended and attached sample lesson plan is designed as a frame of reference in teaching selected problematic sounds as interdental fricatives /θ/ and /ð/ and its adjacent counterpart speech sounds /t/ and /d/ as alveolar stops

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THE USE OF TOTAL PHYSICAL RESPONSE METHOD FOR DIFFERENT LEARNING STYLES IN ENGLISH VOCABULARY DEVELOPMENT

Zul Astri, SS., M.Hum

as_three21@yahoo.co.id,

Abstract

Using TPR method in teaching basic vocabulary is a good way for the beginner level of proficiency.The aim of the study is to elaborate how well the Total Physical Response (TPR) method improves the vocabulary of students with different learning styles. The respondents of this study were 30 students of SMP 23 Makassar. The research design was one experiment group with pre and post test. Data were collected with questionnaire from Barsch Learning Style Inventory, vocabulary test, interviews, and classroom observation. Learning Style Inventory (LSI) showed that the most students were visual (40%) and auditory (40%) while 10 % of students were kinesthetic. Some students have combination of learning styles such as visual-auditory (6.67 %) and visual-kinesthetic (3.33 %), while 75 % of visual learners have significant vocabulary development with TPR method. Only 66.67 % auditory learners have significant vocabulary development after giving materials with TPR method. TPR method worked effectively for kinesthetic learning style since 100 % of kinesthetic learners have significant vocabulary development with TPR method. TPR method is also appropriate for visual auditory learners because 100 % of them develop significant vocabularies with the method. Only one visual-kinesthetic learner cannot adapt materials with TPR method, which is indicated by insignificant development with TPR method.

Keywords: Learning style, Total Physical Response method, and English Vocabulary Development.

1 INTRODUCTION

Students have different qualities and characteristic. They have dissimilar levels of motivation, different attitudes about teaching and learning, and diverse responses to specific classroom environments and instructional practices. The more thoroughly teachers understand the differences, the better chance they have of meeting the diverse learning needs of all of their students.

Students are individuals with individual needs, interests and methods of processing information (Deporter & Hernacki, 2004). There are some learner variables in language learning such as motivation, age, learning style, personality, gender, strategies, metacognitive, autonomy, beliefs, culture and aptitude (Griffiths, 2008). They cannot be avoided as natural factors by teachers. Teachers may possibly consider these variables as references to present the materials to students so that knowledge, skills, and attitudes can be accepted well.

Some learner variables in language learning cannot be avoided as natural factors by teachers. They can be in the form of motivation, age, learning style, personality, gender, strategies, metacognitive, autonomy, beliefs, culture and aptitude (Griffiths,

2008). Based on these variables, teachers may possibly consider them as reference to present the materials to students in order to make knowledge, skills, and attitudes can be accepted well.

Recent studies showed that learning style is one of students' different features that have not been enough attention. Most of teachers use their own teaching method to teach their students rather than considering the students' learning style. In this issue, teaching method can be incorporated as an aspect which influences students' performance. In fact, the students will learn effectively if teachers present an appropriate teaching method to stimulate the learning process and towards the end it will improve the students' achievement. A study on learning and personality styles in Second Language Acquisition, Husain (1999) suggested that teachers should match the teaching styles or teaching method with the students' learning and personality styles, in order to get better achievement.

Learning style as one of students' variable sometimes is notnoticed bythe teacher when teaching in the classroom. In the conventional way of teaching, teacher pretends all of the students are homogeneous. Theuse ofamethodmayhave beenappropriatefor theskillsthatwillbe taughttostudentsbutteacherssometimesdo notpay attention toindividual students' differencesin learningstyle. Two researchers from Malaysia namely Gilakjani& Ahmadi (2011) supported that it is very important to understand and explore each individual's learning style.

This research attempted to inspect the effectiveness of Total Physical Response (TPR) method for the students with different learning styles (visual learner, auditory learner and kinesthetic learner styles) in vocabulary development. Using TPR method in teaching basic vocabulary is a good way for the beginner level of proficiency since students at this level have little or no prior knowledge of the target language and also students' capacity at this level for taking in and retaining new words is limited hence the teacher should present the material in a simple way that do not overwhelm the students (Brown, 2007). Many experts who conduct research using this method and the findings have shown that this method is really effective to improve students' vocabularies. Larsen & Freeman (2000), stated that the language areas which TPR methods is mostly emphasized are vocabulary and grammatical structures. Thus, TPR method can be used by teacher to enrich vocabulary development.

There have been some studies that applied TPR method. One of them was Munoz (2011), which focused on the teaching of English vocabulary to third graders. The study revealed that teaching English vocabulary through TPR allows children to learn faster and easier, since children find support from the physical representation of their facilitator or their peers. Furthermore he stated that a stress-free environment allows children to be more receptive and motivated to the target language learning. Similar to Munoz (2011); Hsu and Lin (2012), from National Changhua University of Education Taiwan investigated English functional vocabulary learning for resource classroom students namely students with special needs who are educated in regular as well as special education classes, using experimental design to evaluate the effects and found the immediate and maintaining effects of TPR in listening comprehension as well as on expressing abilities of English functional vocabulary and that students' motivation and interests in learning English were enhanced through TPR.

Sirajuddin (2011)**,** who conducted study, entitled *Improving Speaking Ability by Using TPR Strategy at SMA Negeri 1 Samarinda.* He principally aimed to find whether the TPR strategy significantly improves the students' achievement in speaking. This study was done at SMA Negeri 1 Samarinda and the sample was purposively taken from class x-7 which consisted of 40 students. The research instruments for this study were

pre-test and post-test. The analysis revealed that TPR strategy resulted in higher improvement on students' speaking ability, compared to the conventional way. Specifically, the mean score of the control class progressed from 3.334 in pre-test to 3.566 in post-test; while the mean score of the experimental class increased from 3.70 in pre-test to 4.09 in post test.

With reference to learning style, Gilakjani (2012),which aimed to increase faculty awareness and understanding of the effect of learning styles on the teaching process, showed that Iranian EFL university students preferred visual learning style which indicates the greatest academic achievement in their educational major. This research enlighten the readers about the impact of visual, auditory and kinesthetic learning style on English Language Teaching hence it can enlarge the knowledge of the readers in this field.

Boström (2011) who conducted study entitled*Learning Style Compared With Their Teacher's Learning Style in Secondary Schools*, intended to compare students' learning style and teachers' learning style among 53 high school teachers and 102 secondary school students and 66 from vocational programs in Sweden. The students were tested with Productivity Environmental Preference Survey (PEPS) (Dunn, Dunn & Price, 1984, 1991, 2000) and found that the teachers have a greater need for light and temperature, are more motivated, more adaptable, have less need for structure and authority and are more alert in the morning and less in the afternoon compared with the students. Moreover, the two groups namely academic and vocational program showed no statistically significant differences between them but the group of vocational students differed more from teachers learning style than their academic peers. Hence, he recommends teacher to take into account types of learning style and expand teaching strategies or method in the classroom.

Some researchers focused their study on learning style and its correlation to academic achievement in traditional classroom. Husain (1999), conducted a study which focused on students' learning and personality styles in second language acquisition and their relation to students' academic achievement and found that all groups have no significant differences in their achievement (post-test). Despite Husain's claim that there is no significant difference in students' academic achievement for all groups of learning style but the other research revealed otherwise. It was a study on the relation between learning styles and academic achievement of secondary school students conducted by Vaishnav (2013). The kinesthetic learning style was found to be more prevalent than visual and auditory learning styles among secondary school students. The findings also show that the main effects of the three variables - visual, auditory and kinesthetic are significant on academic achievement.

Furthermore, Behabadi and Behfrouz (2013) who conducted study entitled *Learning Style and The Characteristics of Good Language Learners in the Iranian Context* to a group of 56 IELTS candidates (both male and female) taking part in the IELTS preparation courses in the TEFL research centre, Teheran, Iran. The instruments of this study were interview and IELTS General Module. The study revealed that the learners emphasize employing styles enabling them keep more vocabularies in mind and activate them. The findings also revealed that there is a high correlation between high scores in IELTS and possessing Kinesthetic, Auditory, and Visual styles. It also presented that the learners were interested in individuality rather than group work.

The results of these researches indicate that it is very important to understand and explore each individual's learning style. Additionally, those previous studies on TPR methodsimplysaidthat the TPR Method wassuccessfully implementedforbeginner level.None of themspecificallyindicated which

learningstylesthemethodworkseffectively. Hence, this current study aims to find out the profile of each individual student in term of learning style and to elaborate how well TPR method improves the vocabulary of students with different learning styles.

2   RESEARCH METHODOLOGY

2.1   Research Design

This research applied pre-experimental design to see the result of applying TPR Method for different learning styles in vocabulary development. This study was intended to investigate whether TPR method work effectively to which kind of learning style. There was only one group experiment involved in this research so there was no control group.

2.2   Variable of Research

This research has two variables namely independent and dependent variables. The independent variables of this research were the application of Total Physical Response method and learning styles of students, while the dependent variable was the students' vocabulary development.

Sugiyono (2013:112) stated that there are some forms of pre-experimental designs namely One-Shot Case Study, One-Group Pretest-Posttest Design, and Intact-Group Design. For this study, the researcher conducted One-Group Pretest-Posttest design where there was only one group experiment and that group was given pre-test at the beginning of study to find out students' prior knowledge in vocabulary element and a post-test was given at the end of study to see students' vocabulary development after experience TPR Method.

2.3   Population and Sample

The population of this study was students of SMP 23 Makassar. Following Larsen-Freeman (2000:111)**,** the "target language" should be introduced not just word by word. This means that English vocabulary should be presented in multi-word. It may include verb and noun in one command for example, point to the door, open your eyes, put your hands behind you, etc. Junior high school students can be considered as the appropriate subjects of this study since they have already been taught English vocabulary since they were in fourth grade of Elementary School, based on BSNP (2006).

The sample of this researchwas the firstgrade students of SMP 23 Makassar academic year 2013/2014. The researcher appliedpurposive sampling method in choosing the sample of research namely by firstly identifying the learning style of the students using questionnaire. The researcher then used the finding of learning style questionnaire to choose the sample based on the balance distribution of three kinds of learning style in the classroom.

There were 9 classes of grade 1 namely 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I.The researcher took three classes randomly to administer the questionnaire to identify their learning style to find out the sample purposively namely 7A, 7B, and 7C. In class 7A which consists of 32 students only 29 students took LSI test, and the test showed that there are 17 visual learners, 11 auditory learners and 1 kinesthetic learner. In class 7B which consists of 31 students there are 13 visual learners, 15 auditory learners, 2 visual-auditory learners and 1 auditory-kinesthetic learner. Class 7C consists of 32 students but for this current research only 30 students took LSI test at that time. Based on the result of pilot study

related to the chosen classroom to be taken in the present research, 7C became the chosen class because it has quite balanced learning style distribution for visual, auditory and kinesthetic namely there are 12 visual learners, 12 auditory learners, 3 kinesthetic learners, 2 visual-auditory learners and 1 visual-kinesthetic learner.

Althoughclass 7Alooks similar toclass7Cbut theresearcherchosethe classCforthreereasons. Firstly, the number of respondents in the class 7C who joined LSI test was 30 students and it was more than class 7A and as Rescoe (1982:253) in Sugiyono (2013:133) stated that adequatesamplesizein the studywasbetween30to 500 respondents. Secondly, class 7Chad anumber ofkinesthetic learnersmore than theclass 7A. In addition, class 7C hadsomestudentswhowere identified as combination learningstylesandof coursethe resultsofthis studywill be richerwhenchoosinga classthat has a widevariety oflearning stylesin it.

2.4 Procedures of Data Collection

The instruments used in this study were questionnaire, interview and classroom observation. The questionnaire consisting of 24 items of questions from Barsch's LSI was used to identify the students' learning styles. It is categorized into 3 scales: often, sometimes, and seldom.The second instrument was interview which aims to crosscheck the information from the questionnaire. The classroom observation was used to find out the classroom activities and students' participation toward the given TPR method. The last instrument, vocabulary test, which consists of pre-test which was intended to see the students' prior knowledge in vocabulary element and post-test which was aimed to see students' vocabulary knowledge after they experience TPR method.

2.5 Data Analysis

Data were analyzed chronologically as follows. First,data from questionnaire was analyzed by tabulating the students learning style results and differentiating them based on their preferred learning style. The Learning Style inventory was calculated into number to find out students learning style. Second,the researcher calculated the result of vocabulary test (pre-test and post-test) using the following formula;

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage of data

Fq = Number of Frequency

N = Total Sample

(Sudjana, 1992) as cited in (Sirajuddin, 2010)

The formula of the mean score was:

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

$\bar{X}$ = mean score

∑x = the sum of all score

N   = the total number of subject

(Gay and Airasian, 2006)

2.6   The criterion of assessment

In analyzing data, the researcher used criterion for the students' assessment. The students' success and failure in mastering vocabulary are measured by referring to the ideal criterion issued by BSNP (2006), which stated that the ideal criterion ofeach learning indicatorhas beenset inabasiccompetencies range between0-100 percent. Idealcriterion of masteryeach indicator is75%. From the criterion, we can say that the students can be said to be successful if students achieve 75 % or more and if students achieve lower than 75 % means that students failed. This indicator was used to determine the students who significantly develop their vocabulary element.

Then, students were grouped based on their preferred learning style and their result of their pre-test and post test in vocabulary development.The researcher described the match between students' learning styles and students' vocabulary knowledge after experiencing TPR Method.

These data on students' learning style, classroom observation and vocabulary test were triangulated to see how effective TPR method for different learning styles in English vocabulary development.Firstly, the researcher matched the score of vocabulary test with the data in the classroom observation. This was to see whether students who experienced an increase in vocabulary test were really active or just being passive in the classroom. Then, students' learning style data, the result of vocabulary test and the classroom observation data were integrated before to find out whether TPR method worked effectively to which kinds of learning style by discussing them in relation to previous studies.

3   FINDINGS AND DISCUSSIONS

3.1   Findings

Figure 1 (see appendix) showed that generally, most of 1st grade students of SMP 23 Makassar namely class 7C were visual learners (40 %) and auditory learners (40 %). Furthermore, 10 % of students were kinesthetic learners.

There were also some students who have combination learning style. 6.67 % of students were visual-auditory learners and 3.33 % of students were visual-kinesthetic learner while 90 % students had tendency to be single learning style learners and 10 % students had tendency to be combination learning style learners.

The finding of this research also revealed that the mean score of students' result in pre-test was 55.44 % while the mean score of students' result in post-test was 80.44 % (see figure 2). It indicates that the students' achievement in learning English Vocabulary by applying TPR has a significant improvement. 75 % of visual learners have significant vocabulary development after learning using TPR method. Meanwhile, only 66.67 % out of 100 % auditory learners has significant vocabulary development after being given materials using TPR method. It can be seen that TPR method worked effectively for kinesthetic learning style since 100 % of kinesthetic learners have significant vocabulary development after having materials using TPR method. TPR method is also appropriate for visual-auditory learners because 100 % visual-auditory learners have significant vocabulary development. In contrast, the only one visual-kinesthetic learner cannot adapt

himself with the material given using TPR method because his vocabulary development is not significant after learning using TPR method.

3.2 Discussion

Based on the data from Learning style inventory, this study revealed that respondents taking part in the study were mostly inclined towards being visual and auditory learning styles while kinesthetic and the two combination learning styles were only a few.

This study confirms some previous studies on visual, auditory, and kinesthetic learning styles. Barbe and Milone (1981) in Gilakjani (2012), stated that for grade school children the most frequent modality strengths are visual (30%) or mixed (30%), followed by auditory (25%), and then by kinesthetic (15%). Barbe and Milone showed that visual learning style became the very dominant in the classroom and confirm the result of the current study regarding to learning style of grade school children. The previous research also found mixed learning style as the dominant learning style (30 %) but for this current study, mixed or combination learning style occupied a low level that is only 10 % of the total sample who have the combination of learning style.

Identifying students' learning styles in this study indicates thatteachersbecome aware ofthe importance ofidentifyingstudents in the classroomso thatthe teacherprovides materialsusingmethodsthat can coveralllearning stylesin theclassroom. For this current study, basically the teacherwhotaughtclass7CusingTPRmethodinsomematerials thetextbookbuttheteacherhas not beenfully awareof the importance ofidentifyingstudents' learningstyles. The teacher justtaught EnglishusingTPR method becausethatmethod is effective tobe applied insecond and foreign languagelearning process.

It is very predictable that one of classroom hasstudentswithdiverselearningstyles. Every student has their own way in acquiring the knowledge and information. Knowingfrom beginning about the importance ofidentifyinglearning,the teachermay askstudents who havevisual learning styletositin the front row of seatorin some frontcorner oftheclass so theycanclearly seewhenteacherexplains material so they can be free from visualobstruction. Researcherdid notadjustthe seatingof studentsbecausetheschoolis state schoolandresearcher found the class naturallyandwhere the researcherin this casesimplyactedas an observerrather than asthe experimenter. To a certain extent, this made some visual learners visually obstructed and itis one of thelimitationsofthisstudy. Forfurther research, the classshouldbe setbased onthe learning stylesof studentsso thatacademic achievementof studentscan be betterthanthe resultsofthis study.

Information of an individual's learning style is also very important for students. The individuals should know their own learning styles are and what characteristics this style has and they should thereby behave according to this style. In this way, the individual can acquire the constantly changing and increasing amount of information without the assistance of others. However,in this study, the students were not aware of theirlearning styleandhowtheyshouldactwithknowledgeof thelearning styles. This studysimplyidentifiedstudents' learning stylesandlet theclassrunnaturallybecauseresearcher onlywantto know theeffectivenessofTPR methodforheterogeneousclassroom. This maybeimportantforfuture researcherswhowant to conduct the samestudy, in whichtheyshould consider to provideknowledgeabout theimportance of knowing theindividual learning style because when the individual knows his/her learning style, s/he will integrate it in the process of learning so s/he will learn more easily and fast and will hopefully be successful (Gilakjani, 2012).

It is clear that, learning style identification will be useful for both of students and teacher. Teacher will prepare material based on students' learning style in the classroom

so the method given can cover all of styles in the classroom. Moreover, students who aware of their learning style will search answer to the problem and benefit from their unique performance and preferences in their learning style. Those learners will recognize their goals, unlike those whose learning style preferences are not identified. They know what they want to learn and "how." This awareness will modify their perspectives on learning something new (Fidan, 1986) in (Gilakjani, 2012).

In addition, based on the identification of students' learning styles, the researcher can review that every students has his/her own way to learn and it is possibly different between one to another. It means that each learning styles has different characteristic that describe their own way in acquiring and processing information. Visual learners generally receive information through vision or seeing. They pay attention to the information in kind of pictures, hand-outs, books, etc. they are not disturbed by noise but they have weakness namely they cannot learn best when there is visual obstruction in front of them. Although some visual learners not always participated in the classroom during material but they can develop their vocabulary element significantly. It is related to the theory of Deporter and Hernacky (2004 :114) that visual learner can learn best through seeing hence although they do not involve theirself and do physical movement in the classroom they still can process and retain information very well since they use their vision sensory .

Meanwhile, auditory learners have their own different characteristic; they dispose to learn through listening. They can learn in kind of verbal teaching, discussion and information they hear from other people. They interpret the important points of information that they listen, therefore there is only a little bit information given from their notes. Besides, some strengths, auditory learner also has some weaknesses namely they are distracted by noise and for them games and pictures are annoying and distracting and it may become the factor why only 66.67 % auditory learners who develop their vocabulary element significantly. TPR method principally applies many games and pictures and also involves physical movement which may produce and interactive and noisy classroom and like stated before that auditory learner cannot learn best in the noisy place hence based on the classroom observation conducted in this research, some of them may cannot develop their vocabulary element significantly. Moreover, kinesthetic learner disposes to learn through moving, doing or touching. For them, touch and movement are important. They learn by imitation and practice and they love games which involve physical movement and their style is appropriate with the principle of TPR method implemented in the classroom. This learner also has some weakness namely they cannot sit for a long period of time in the classroom and sometimes make a noise in the classroom.

This research also shows that the use of TPR method develops students' vocabulary element. TPR is an effective method for developing students' vocabulary element in heterogeneous classroom. TPR method has been proven to have high effect in improving vocabulary mastery of the students which can be shown by the mean score of the students in pre test was 55.44 % while the mean score of the students' result in post-test was 80.44 %. This indicated that the students' achievement in learning English vocabulary after TPR treatment had a significant improvement for all of learning styles namely for visual, auditory and kinesthetic learning style.

The advantages of this method to reduce pressure and stress for students as viewed by Larsen &Freeman (2000), were also indicated by the findings from observation. Data from classroom observation showed that the students participated happily to the class activity without any stressful condition. It may become the reason that English vocabulary of the students investigated in this research was significantly improved.

Based on the result of the classroom observation conducted, motivation and interest of students in following learning activity was significantly. This can be proven when the initial meeting materials by using TPR method only a few students who participate during the material, but after some of the materials provided in the classroom, it can be seen that TPR method increased the amount of student participation.

In this research, thedevelopment of thevocabulary was associatedwiththe participationof studentsin the classroom. Fromthe observation data, it showed thatthere was norelationshipbetweenstudent participation and vocabulary developmentin the classroom.This indicates thatalthoughallstudentshave increased their vocabulary element somestudentswho werejustpassivein the classroomhadpost-testvalueshigherthan thefewstudentswhowere activein the classroom. The active students with the very high post-test score wereindicated that there were a positive correlation between participation and vocabulary development. But for the passive students who still can get higher post-test scores than the active students in the classroom, it was just an opposite thing which happens in this research. It can be saidthat theparticipation ofthe students were notalways able tobe used asan indicatorin order todetermine theprogressof the studentsbutcan beused as a referencetosee students' motivation whenlearning usingTPRmethod.In addition,the use ofTPRmethod wasproven toimprove students' performance since all of students improved their vocabulary element after experiencing TPR method.

Primarily, the research finding designates that students' vocabulary element and students' participations in the heterogeneous classroom are improved after they experience TPR method. The findings obtained have essential implications on the field of designing and implementing Total Physical Response activities for beginner level that get involved in physical activity performance. This study offers the integration of Total Physical Response activities for different learning styles in presenting English vocabulary to students at early stages of their English language learning process, in order to promote students' foreign language awareness and to trigger their participation in the learning process.

Likewise, the student's interaction becomes more energetic since the material procedures imply student's participation, involvement, and attention including them in constant physical movement. Thus, student's anxiety and stress is considerably reduced since in TPR method, students are not strictly forced to do the instruction but they can do it voluntarily.

An implication can be deduced that TPR method is an appropriate and essential to be used in language teaching for heterogonous classroom which consists of visual, auditory, kinesthetic learner and visual-auditory at the beginner level except for visual-kinesthetic learner in this study. For that reason researcher strongly suggests that English teachers should often implement this method on their lessons especially in vocabulary building for beginner level in order to create best results in teaching and learning English.

4 CONCLUSIONS AND SUGGESTIONS

Generally, most of 1st grade students of SMP 23 Makassar namely 7C were visual learners and auditory learners. 40 % of students were visual learner and also 40 % of students were auditory learners. Furthermore, 10 % of students were kinesthetic learners. Some students have combinations learning style. 6.67 % of students were Visual-Auditory learners and 3.33 % of students were visual-kinesthetic learner. There were 90 % students had tendency to be single learning style learners and 10 % students had tendency to be combination learning style learners.

Moreover, students with visual learning style, auditory learning style, kinesthetic learning style and visual-auditory learning style have significant vocabulary development after experiencing TPR method. In contrast, the only one visual-kinesthetic learner cannot adapt himself with the material given using TPR method because his vocabulary development is not significant after learning using TPR method.

Based on the result of this research, the teacher is expected to be aware of students' different learning styles which are particularly important in second or foreign language acquisition, and to identify these as early as possible before starting teaching in heterogeneous classroom. Then, teacher is expected to provide various teaching material that can suit all students' learning styles and fulfill students' needs. Moreover, teacher is expected to apply TPR method in teaching English vocabulary for heterogeneous classrooms which consist of different learning style especially at the beginner level. Further research on the use of TPR method for different learning styles, future researchers are expected to apply TPR method for language skills such as writing, reading, listening or speaking.

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WHAT MOTIVATES INDONESIAN HIGH SCHOOL STUDENTS TO LEARN ENGLISH?

Sri Puji Astuti

sripujiastuti@yahoo.com

SMA 1 Kota Solok
Jl. KH Dewantoro no 30 Kota Solok

Abstract

This multiple case study investigated how teachers implemented motivational teaching strategies and the impact of these strategies on students' motivation in an Indonesian high school context. The participants were four teachers and four groups of their students. The data were collected by conducting semi structure interview for teachers, classroom observation, stimulated recall and focus group interviews for students. Each teacher had unique strategies to motivate their students and these strategies impacted on students' motivation. The students reported that the strategies influencing their motivation can be categorized into five main groups: teachers' classroom behaviours, supportive classroom atmosphere, selection of learning resources and activities, the usefulness of English, and the way feedback is given. These findings suggest that teachers of English in an Indonesian high school context can influence their students' motivation by understanding the impact of motivational teaching strategies on students' learning and behavior.

Keywords: Motivational teaching strategies, EFL, high school

1 INTRODUCTION

English is a foreign language in Indonesia, so most students mainly engage with English as a language in the classroom. This places a premium on the quality of classroom teaching and learning. In line with this, students' classroom learning motivation is a central element in the teaching and learning process (Dornyei, 2001; Oxford & Shearin, 1994).

Studies of motivation in second/foreign language learning reveal that student motivation is influenced by several factors such as teachers, classroom climate and assessment (Ghenghesh, 2010; Kikuchi, 2009; Matsumoto, 2009; Yeung, Lau, & Nie, 2011). Thus, the role and the influence of the teacher in motivating high school students to learn a second/foreign language are significant.

Based on his research on second/foreign language motivation, Dornyei (2001) developed a total of 102 motivational strategies, called motivational teaching practice (MTP). Motivational teaching practice systematizes the application of motivation into a circular system composing four phases: creating motivational conditions; generating student motivation; maintaining motivation and protecting motivation; and encouraging positive retrospective self-evaluation. This cycle implies that student motivation should be built, generated, maintained and encouraged (Dornyei, 2001, p. 29).

Figure 3. The components of motivational teaching practice in the L2 classroom
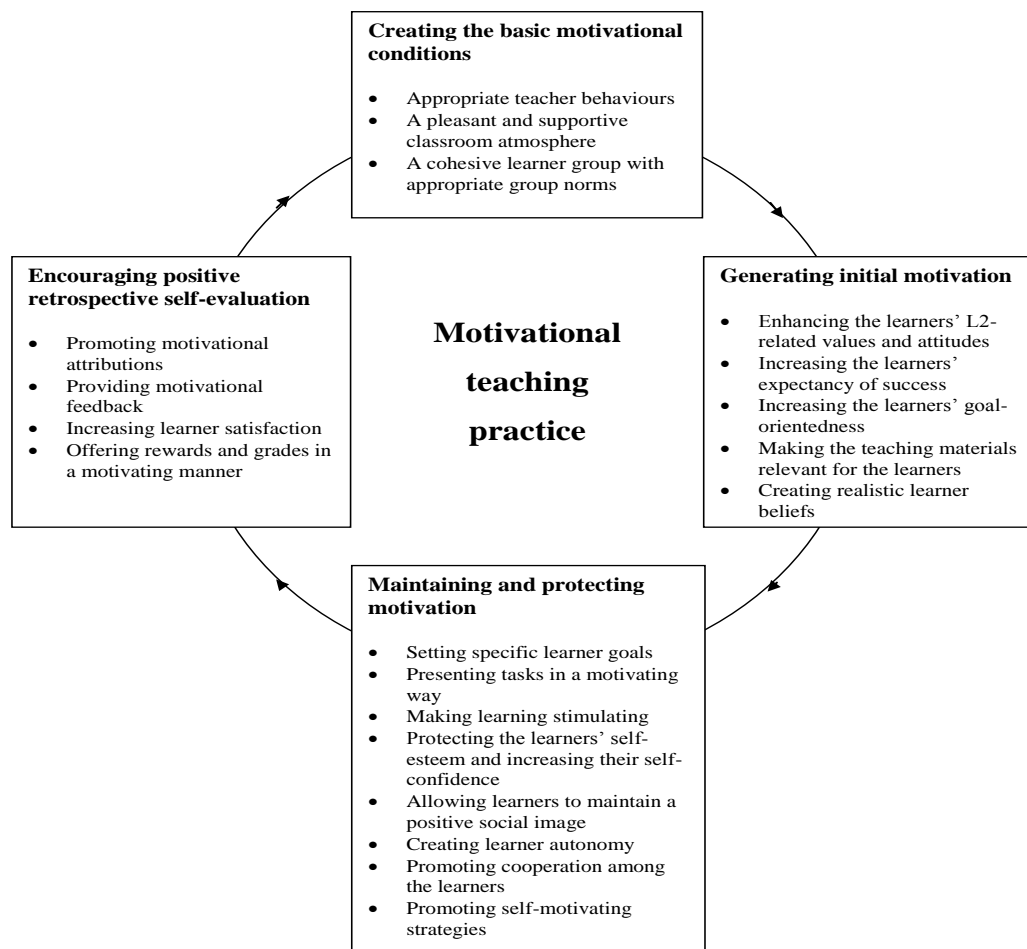
In his later research, Dornyei (2005, 2009) broadened and elaborated the framework (MTP) by introducing the L2 motivational self-system. This current phase of motivation research is called the "socio-dynamic" phase because it emphasizes that the context of the teaching and learning a multiplicity of internal, social and contextual factors (Ushioda & Dornyei, 2012). In this model Dornyei proposed three main dimensions of students' language learning motivation: *the ideal L2 self; the ought to L2 self; and the L2 learning experience*. Since my study focuses on how teachers motivate their students, the MTP framework is a more appropriate model for gathering research data in the present study.

2 METHOD

To reach its objectives, this research is designed as a qualitative study which case study methodology in order to contextualize the research within the real life environment of an Indonesian secondary classroom (Yin, 2003). Additionally, this approach allows different data collection techniques (Yin, 2009). These include semi-structured interviews, classroom observations, stimulated recalls, and focus group interviews.

The participants are:

Case 1 Moza& a group of her students
Case 2 Harry& a group of his students
Case 3 Yuke& a group of her students
Case 4 Arfan & a group of his students

The data was collected by using semi-structured interviews with teachers, classroom observations, stimulated recall with teachers and focus group interviews with students. The data are transcribed. The transcription is coded and themes are identified. The themes are analyzed in relation to Dornyei's framework.

3   FINDINGS AND DISCUSSION

This study finding indicates that most of students held a similar perception that learning should involve enjoyable learning activities such as jokes, games or funny stories. They also like learning materials from the internet. They enjoyed doing activities involving body movement such as drama or role play. Additionally, they said that they enjoyed learning in a relaxed classroom atmosphere. In the following section, factors influenced students' motivation will be presented and the findings will be discussed in relation to Dornyei's (2001) framework.

3.1   Teachers' classroom behaviors

Most of the students in the focus group interviews said that a key factor that motivates their classroom learning is the teacher. The students reported that a teacher is the one that makes learning interesting or not. The way a teacher explains lessons and how the teacher creates the learning atmosphere is very important.

> *I think the most important thing is the teacher. If the teacher is interesting the learning will be interesting too. But if the teacher is boring the learning will be boring too (Focus group, 14/3/2012).*

Moza's student stated a similar view that she loved the teacher warm facial expression and smile.

> *She smiles a lot. It makes me feel comfortable, not afraid of making mistakes. Previously my English teachers are very strict so I experience that English is a very difficult subject for me and I am afraid to talk in the classroom (Focus group B, 18/2/2012).*

Harry's students also mentioned a similar opinion that for them the most important thing in learning English was the teacher. He built an understanding and respectful relationship with students:

> *I like studying English because I like the teacher especially the way the teacher interacts with us. He makes jokes but we still respect him as our teacher. I do not like teacher with serious face or no jokes at all (Focus group, 11/2/2012).*

Yuke's students' also stated a positive response towards her classroom behaviours. She said that:

She is open and warm so it makes us feel comfortable, not afraid of delivering our ideas. She does not angry if we make mistakes. She listens to our opinion and expressions. It is so interesting (Focus group B, 18-2-2012).

Arfan's students reported a similar point of view about their teacher's classroom manners. He is friendly and approachable. The students can talk to him inside and outside the learning period.

I like the teacher. He is friendly. When I have a problem and I ask him, he will answer it promptly. He explains the lesson enthusiastically. It makes us motivated (Focus group14/3/2012).

Overall, the four teachers showed their warm, enthusiastic, and friendly manners. These behaviors influenced students' motivation. The students even stated that the first important factor influencing their motivation was the teacher behaviors.

3.2   Classroom atmosphere

Moza's studentsindicated that they appreciated the teachers' attempt to build a warm and friendly relationship with them. They reported that they enjoyed learning because the teacher was not irritable and listened to their opinions carefully.

The data from Moza's students point out that the key idea in creating a successful environment in the classroom is the development of a warm and a supportive relationship between teacher and students. Moza mentioned that the establishment of trust between teacher and students makes students feel free and safe to express their ideas and opinions in the classroom. The students seemed to be encouraged to be autonomous learners by giving them to choose discussion topics in the classroom. The students said that they enjoyed learning with Moza because they learnt in a relaxed and encouraging atmosphere.

In the focus group, Harry's studentsreported that they liked the teacher's informal style in teaching. It made the learning atmosphere relaxed and they felt free to express their ideas and opinions. It made the learning condition lively and encouraging. The students enjoyed learning with Harry because they did not feel any pressure within the classroom environment. The students reported that Harry is a great teacher and easy to deal with.

I like the way the teacher interact with us. He has a great sense of humour. We laugh a lot in the classroom, it is very relaxed. I do not like a serious teacher. I will be afraid to talk when the teacher is so strict (Focus group, 11/2/2012).

The students also talked about the possibility of learning outside the classroom. One of the students mentioned the enjoyment of learning in a language laboratory. He stated that he never experienced learning in a language laboratory. Another student stated that it would be motivating if they could learn with English native speaker.

Yuke's students reported that they felt relaxed when they studied with Yuke. They said that this helped them to understand and use their English. They stated that:

> *I like when my teacher speak English with me, she does not force me. She invites me to speak and if I have a problem with vocabulary she allows me to use Indonesian and she helps me with the English words that I do not know (Focus group A, 10/2/2012).*

Some students in a focus group commented that they wanted to learn in a different setting.

> *I have a dream to learn outside the classroom, in the school park maybe. I think learning outside the classroom will be nice and we will have a different learning atmosphere (Focus group, 11/2/2012).*

Another student wished she could learn English in a language laboratory.

> *I think learning in language laboratory will be interesting. It is a new experience. I suppose we can practise our listening skill (Focus group, 11/2/2012).*

Some of the students wanted to experience learning with English native speaker.

> *It will be cool if we can learn with an English native speaker, or at least practise talking with them (Focus group, 11/2/2012).*

Similarly, Arfan studentsin the focus group said that they liked Arfan's way of creating a relaxed classroom atmosphere. They said that Arfan was easy going and approachable. The students could talk and discuss with him inside or outside the classroom. He even offered many opportunities to his students to ask questions. He allowed a discussion of the problems faced by students in learning English (Classroom observation, 7/3/2012).

3.3   A variety of learning resources and activities

The students reported that they preferred particular learning materials and activities such as some language examples that were related to a teenager's life. Such material was easy to understand and would remain longer in their memory. They enjoyed a range of learning activities during lessons.

> *I work harder when the topic is interesting. I am so happy if I can do the exercise well or answering teacher question (Focus group a, 18/2/2012).*

One student reported that he is more motivated when a teacher gives the class a challenging activity. This kind of activity makes him think and this motivates him to find out an answer.

> *I like games especially games with challenging activity. I like crossword puzzle or quiz games (Focus group, 14/3/2012).*

Moza's students enjoyed listening to her stories. This was one of the ways used by Moza to attract her students' attention. The students said:

> *The teacher tells us interesting stories and sometimes the ending surprises us. She usually starts the lesson by telling a story. I think some of the stories are her real life experience (Focus group, 18/2/2012).*

Another student also mentioned that he enjoyed learning with Moza because of her way of explaining the lesson. He said that Moza used simple sentences that were easy to understand.

> *I like the teacher because I understand her language she does not use difficult words. I can understand what she is saying or explaining in the classroom (Focus group B, 18/2/2012).*

The data from Harry's students indicated that learning by using games, songs, poems, and jokes are motivating. His students enjoyed songs, games and varied learning activities. In the focus group they reported:

> *I like songs and games but in my opinion the classroom activities should be varied. Any activity that we do too much in the classroom makes us bored. So far I enjoy learning English in the classroom (Focus group, 11/2/2012).*

Yuke's students found "cycle stand" activity interesting. It was a fun activity for them. Besides practising the language the students also moved their body by standing up each time they express their ideas. A student commented:

> *I like cycle stand or other activity that make me use English.It is interesting activity because everyone shares ideas. For me it is a new way to practise English (Focus group, 10/2/2012).*

Additionally, Yuke's students stated that they liked activities involving body movement; the cycle stand activity was effective for this because students moved their bodies when standing. They also enjoyed activities like games or drama.

> *I enjoy practicing English in my class. I like cycle stand because it is new to me. I usually practice language expressions by making a dialogue and after that perform it in front of my classmates (Focus group, 10/2/2012).*

Arfan's students reported that they enjoyed learning by watching a video as the learning media. They said it was a new learning experience for them, especially if there was an activity that allowed them to answer questions by pressing the right button to answer.

> *I like learning by using games or activity from video. It is new experience for me. It is fun because I can directly know whether I give right or wrong answer (Focus group, 14/3/2012).*

It reveals that Arfan tried hard to find ways of motivating his students to learn and he found using audio learning resources are interesting for his students. Another student said that Arfan uses a range of strategies in explaining lessons. He gives many examples. This helps his students understand what they are being taught.

> *I like the teacher's way of explaining the lesson. He has many different ways of explaining the topic and gives many examples. He is so patient answering my questions (Focus group, 14/3/2012).*

The students enjoyed having various learning resources and activities especially activities involving body movement, materials from the internet, playing challenging games, listening to English songs, watching movies, or listening to the teacher's stories.

3.4   The usefulness of English

The other way to generate students' motivation is by introducing the instrumental value of the language. The instrumental value of learning a second language can be getting a good job, earning extra money, pursuing further study, improving social position, pursuing hobby like using computer which generally use English (Dornyei, 2001). Yuke's students mentioned the benefit of learning English for their future. They understood that they need to study hard to improve their English for their future. They also realized that they needed English for their university study.

Student seemed to be motivated when teachers explain the usefulness of English for their study and future careers. The students from the international standardized school understood that in high school they also needed English to learn mathematics and science. They appear to study hard to improve their English. One of the students in the focus group commented:

> *I realize that I need English for my future career and university study. It motivates me to learn English.My brother told me that at university level text book mostly written in English (Focus group, 10/2/2012).*

However, some students still thought that English is difficult to learn. Most students learn English in the classroom only; this does not support their English communicative skills both in spoken and written language (Field note, 23/1/2012).

> *I like English but I still find that it is hard for me to learn English. I know it is important but I do not understand why it is very difficult for me. Some of my friends just enjoy learning it (Focus group, 10/2/2012).*

Among strategies from phase two of the framework two strategies influenced students' motivation, interesting learning materials and increasing student's goal orientedness by understanding the usefulness of English. By understanding the usefulness of English increased students' motivation.

3.5   Group-work activities

The students enjoy working in groups. They said that it helped them to protect their self-esteem and increasing their confidence. The smart student could act as the moderator and lead the discussion in the group. The weak students could learn from their peers. The students' self-confident was enhanced when they worked in mixed ability groups so they could practice in their groups before presenting in the class discussion. This also helped them to be autonomous learners. Harry did not mention that he taught his students to be self-motivated or helped them to find out the best way for them to learn English.

The students enjoyed working in groups. However, some students said that they felt a litle bored when weak students could not understand the activities and did not want to practise in the group. A student mentioned:

> *I feel upset when my friends do not know what they should do. It is tiring to explain if they do not understand (Focus group a, 10/2/2012).*

Generally, students liked to work in group. They felt more confident. They could ask questions to their friends in the group. They said that it was easier to understand their friend's explanation. Harry believed that mixed-ability group composition would benefit his students more.

> *I enjoy working in group because if I have problems, I can ask my friend how to do it. It is easier to understand my friends' explanation (Focus group, 11/2/2012).*

It seems that in general most students like to work in group, so they can share ideas and opinion and help one another.

3.6   Opportunity to practice English

The students indicated that they enjoyed having much time to practise their English. They liked practising their English rather than just listening to their teacher explaining a lesson. A student commented:

> *I like using English, especially if there is someone that I can talk to. Sometimes my friends tease me if I use English. Many of them will say that I show of if I use English. I just enjoy practising my English. It is fun (Focus group, 10/2/2012).*

Her students enjoyed the opportunity to practise their English. They tried hard to use English as much as possible, especially outside the classroom. This was to make them familiar to use English for daily communication. A student reported that:

> *I like speaking English. My teacher supports me to use English with her and with my classmates in the classroom or outside the classroom (Focus group, 10/2/2012).*

Another student added:

> *I enjoy practicing a lot. I understand English when my teacher explains clearly and gives examples after that she allows us to practice the language in pairs or in a group (Focus group a, 18/2/2012).*

The more talented students are keen to use and practice their English. They try hard to communicate in English with their teacher in the English learning period. Outside of school hours, some students enroll in extra English courses. They realize that they need to be able to speak English, not only for their university study but also for their future careers. They reported that their classroom learning does not give them enough knowledge and skills in English (Focus group, 14/3/2012).

3.7   Learning assessment

The four teachers said a similar thing that they did not do direct correction on their students' speaking practice. This way of correcting mistakes and the teachers' view toward mistakes made students felt free to talk. Even with their half English and half Indonesian, they talked actively in the classroom. The teachers appreciated and encouraged their students' attempt to communicate in English. The students enjoyed this opportunity too.

> *I like the opportunity to speak English. To be fluent in English is my learning goal. The teacher really supports me. He does not laugh at any mistake. He even reminds my classmates not laugh at others' mistakes. The learning atmosphere is really fun and relaxed (Focus group, 11/2/2012).*

A student from Harry class did not like it when the teacher passed the question into other students to answer. She wanted the teacher to answer her question too.

I like the teacher but I don't like the teacher when he does not answering questions. When I ask a question, the teacher asks other classmates to answer it but he does not give his answer. It is a kind of uncertainty to me, which one is the correct answer (Focus group, 11/2/2012).

Moza's students talked a similar thing that they appreciated their teacher's way of evaluating their learning.

I like the way my teacher evaluate us. She does not just consider the test but also our classroom participation (Focus group B, 18-2-2012).

Yuke and Arfan did a similar thing, they did not do direct correction on their students' mistake and they also assess their students learning by students' classroom participation during the learning.

4   SUMMARY

The findings indicate that the key factor to motivate students' learning in the classroom was the teacher. The students reported that the teacher was the main factor that made the classroom learning process interesting. The teacher's ways of explaining the lesson and how the teacher created a learning atmosphere were very important factors.

The students said that another important factor to enhance their motivation was a relaxed classroom atmosphere, allowing a lot of time to practice, realizing the importance of English, having various learning activities, and encouraging feedback. There were no significant differences in factors influencing students' motivation among the students from different types of schools, international, national, and local schools.

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THE JAVA ISLAND'S FOLKLORE CLASSIFICATION FOR DEVELOPING THE CHARACTER BUILDING (AN ANALYSIS OF IMPLICATURE)

Wiruma Titian Adi, S.S., M.M.
wiruma@nusamandiri.ac.id

STIBA Nusa Mandiri Tangerang
Jl. Ir. H. Juanda 39, Ciputat, Tangerang, Banten

Andika Hendra Mustaqim, S.S, M.Hum
andika.ahq@bsi.ac.id

ABA BSI Jakarta
Jl. Salemba Tengah 45, Jakarta

ABSTRACT

The goal of this research is classifying Javanese folklore for education material in elementary school and high school. The target of this research is to apply implicature for classifying Javanese folklore with reader's classification which focusing on developing the character education. Only six folklores from six provinces in Java Island which can be analyzed using Paul Grice Principle, Horn's Two Principle, and Levinson Principle. Methodology of the research is content analysis. The result of research is every folklore has target reader, especially for the elementary student or the high school student. Classifying folklore is important because it has different messages and values. Every folklore could not used for education material for all strata in Indonesia, because it has a unique characteristic which has exactly form for reader. Every folklore consists benefit and segmented reader. The segments of folklore are students of elementary school, students of junior high school, and the students of senior high school. Thus, the classifications of folklore based on the stratum of education. The values and messages of folklore can be a guide to add character building's material because it has literary elements. Moreover, folklore also becomes a reading material for Indonesia Language and English Language in the school which focus on character building.

Keywords: Folklore, Classifying, Implicature, Character Education

1 INTRODUCTION

Indonesia is a country which has much folklore. With a variety of language and culture, the total of folklore is unlimited. Unfortunately, attention to the development and preservation of folklore is still lacking.

Folklore has many forms, such as legend, folk-song, and many more. It is a form of cultural property can become the identity for a civilization. In the folklore contains many values of life which wise and prudent. The values are timeless engulfed by time

The era of modernization and globalization forces the position of folklore replaced by popular stories. In fact, if folklore excavated, then it is very useful, not only as a form of cultural preservation, but also as a tools for the development of character education.

One implementation of character education is the teaching of literature. It can be included in the lesson Indonesian and English. Through folklore presented in Indonesian and English learning can give positive values for the students.

Unfortunately, the classification of folklore in the development of character education has not been found. That is the underlying researchers to research the classification of folklore in the development of character education.

One of the methods used to research the classification of folklore is implicature studies based on pragmatics. Implicature will be able to classify the form of folklore in the development of character education.

Leech states the basic understanding of an implicature is interpreting an utterance which is ultimatel a matter of guess work or (to use a more dignified term) hypothesis formation (1983:30-31). According to Grice, "Implicature divided into two types: conventional implicature and conversational implicature. The conventional implicature happens when the conventional meaning or words used to determine what is implicated, meanwhile conversational implicature is the subclass of nonconventional implicature and it is also connected with certain general features of discourse" (1975:44).

Therea are many theories discussing implicature. This research focuses only on Cooperative Principle, Horn's Two Principle, and Levingston Principle. These three implicature theory can be a tools in this research.

Paul Grice (1975) in Mey (1993:65) introduces the Cooperative Principle. It consists of four sub-principle or maxims. (1) The maxim of quantity: make your contribution as informative as required and do not make your contribution more informative than required. (2) The maxim of quality: do not say what you believe to be false and do not say that for which you lack adequate evidence. (3) The maxim of relation: make your contribution relevant. (4) Maxim of manner: be perspicuous and specifically, avoid obscurity, avoid ambiguity, be brief and be orderly.

Horn (1984, 1988:132) in Jaszcolt (2002:221), Hornsuggests replacing all the maxim, except for the maxim of quality with two principles: The Q(uality) Principle and The R(elation) Principle. The Q principle says 'Make your contribution sufficient; Says as much as you can (given R)'. The R principle is formulated as follow: 'Make your contribution necessary; Say no more than you must (given Q)'.

Levinson (1987a, 1987b) in Jaszcolt (2002:221) amends the picture by suggesting three principles: Q, I, and M principles. The Q principle as follow: Make your contribution as informative as is required for the current purposes of the exchange. I-Principle, Say as little as necessary. M principle which says do not use a prolix, obscure or marked expression without reason.

For describing about folkore, James Danandjaja (2002: 3) states Indonesian folklore is all folklores that exist in Indonesia, both at central and regional levels, the city and the village. Folklore as identity of community or region and develop a culture on Indonesian.

Bohlin (2005:17) states teaching literature can help students to find an identity in the life of children by discussion about novels, poems, folklore. Winston (1998:27) says

the potential moral teaching through the study of literature as literature more easily understood.

Based on the description of the background, the statement of the problems are: (1) how the classification of folklore for reader classification based implicature and (2) how the classification of folklore to support the development of character education?

2   METHOD

The research is qualitative approach. Meanwhile, the research method is content analysis. Content analysis was chosen because this study prefers textual analysis. Content analysis is suitable with research in folklore.

3   FINDINGS AND DISCUSSION

There are six folklore which analyzed by the researchers. There are Si Pitung, Sultan Maulana Hasanuddin, Sangkuriang, Timun Mas, Roro Jongrang, and Ande-Ande Lumut. The stories are representative of six provinces in Java island.

3.1   Analysis

3.1.1   Implicatue of Folklore and Classification of Reader

Data 1 Si Pitung

Pitung is folklore that originated from Betawi, the original inhabitants of Jakarta. The story revolves around a young man from Rawa Belong who has good skill at martial arts. Concern with the little people who are oppressed by the Dutch colonialists, so Pitung rob the rich people and distribute the booties to the poor.

Element of Analysis	Analysis of Implicature Prinsiple	Implicature
Cooperative Principle	Disobeying quantity maxim because information and meaning of story tends to bias. Focusing on relevance in utterance. Some maxim elements are obeyed such as brief and the good compilation. The true meaning is not accepted by the reader.	There is an impression justification against robbery carried out for humanitarian purposes. The hidden message is to allow crimes, such as robbery, but must have a noble purpose. It gives ambiguity meaning for people who misunderstood.
Horn's Two Principle	Disobeying the Q and the R principle. Information contribution for reader is not enough.	Robbing for help others is not a crime. Crimes committed by others should be repaid with evil action as well.
Levinson Principle	Abide the principle of the Q and I, but does not violate the principle of M The contribution of information for the reader is enough.	The folklore draws if Si Pitung is a hero who is close to the poor people, though he justifies any means to seek sympathy from the public.

Based on the analysis of the implicature on Si Pitung, reader classification is for junior high school students. The junior high school studentshave been able to distinguish the good and the bad idea. If for elementary school children, it required a detailed explanation for the storytellers or storywriter.

Folklore that revolves a combination between good and bad person must be carefully written because it can lead to misperceptions and misunderstanding for the reader. Later it is not a moral message delivered, precisely the message that harm the readers.

Data 2 Sultan Maulana Hasanuddin

Folklore entitled "Sultan Maulana Hasanuddin" is the most popular folklore in Banten because he was the founder of the Sultanate of Banten. The story tells about the struggle of Sheikh Maulana Hasanuddin who earns the trust from his father Sheikh Sharif Hidayatullah or Sunan Gunung Jati for spreading Islamic teaching in Banten. But he gets a lot of resistance and opposition. Until King Pucuk Umum feels disturb by the activities of Maulana Hasanuddin. King Pucuk Umum challenges Hasanuddin for fighting rooster. In the battle it was won by Maulana Hasanuddin and he found the Sultanate of Banten.

Element of Analysis	Analysis of Implicature Prinsiple	Implicature
Cooperative Principle	No maxims are violated. Prioritizing the relevance of the speech. Some maxim elements adhered manner such as short and well-structured. The true meaning was not fully delivered.	The story teaches one's mandate should be implemented, despite the many obstacles and trials faced. That is what Maulana Hasanuddin who remained undertaking father to preach in the land of Banten. When the mandate was implemented, there must be a way of ease.
Horn's Two Principle	Abide the principle of Q and R. The contribution of information provided to the reader enough.	Against evil requires a high spirit of life and must be prepared to accept any risk. When Maulana Hasanuddin serves to fight rooster of King Pucuk Umum, there are risks involved. Anyone who is winning and losing also must implement the agreed deal.
Levinson Principle	Follows the principle of the Q and I, as well as the principle of M. The contribution of information provided to the reader enough.	To realize an aspiration, especially the establishment of an empire, requires sacrifice and struggle. That is done by Maulana Hasanuddin.

Folklore entitled "Sultan Maulana Hasanuddin" is very appropriate for all ages, both children of elementary, junior high and senior high school. This is the story of the propagation of Islam on earth Banten. Sultan Maulana Hasanuddin also can be a role model for the children because he fight to defend his religion and to spread kindness to others.

The story of the struggle of a scholar like Maulana Hasanuddin is able to combine the values of propaganda and traditional values. Islamic Propagation is meant to lead to urge people to practice their religion and live a life based on the Quran and the

teachings of the Prophet Muhammad. While the traditional values that preaching to people by using a bandage-dressing habits of the people.

Data 3 Sangkuriang

Sangkuriang is the most popular folklore in West Java. Almost Sundanesse know the story which had been filmed and is often performed in children's theater. It is about a man named Sangkuriang who falls in love with his own mother Dayang Sumbi. After knowing that Sangkuriang is his own son, Dayang Sumbi asks Sangkuriang to create a lake and a boat. With the spirit of love and magic, Sangkuriangcreates lake. However, Dayang Sumbi asking people for helping to thwart the efforts Sangkuriang.

Element of Analysis	Analysis of Implicature Prinsiple	Implicature
Cooperative Principle	Do not violate the maxim of quantity because the information is clearly described. Prioritizing the relevance of the utterance. Some elements maxim adhered manner such as short and well-structured. The real meaning was completely delivered.	Incest or marriage between mother and child birth is illegitimate. This is the main message in the story. Although Dayang Sumbi do sneaky action by asking residents to destruct Sangkuriang efforts. But the strategy is the better for every effort to thwart a bad action as did Dayang Sumbi.
Horn's Two Principle	Not Violate Principles Q and R. The contribution of information provided to the reader are clear and focus.	Love also must know the rules of social and community. Love is not blind.
Levinson Principle	Abide by the principle of Q, I and M. The contribution of information provided to the reader conveyed properly.	Regret in the end will not provide benefits. As Sangkuriang who killed his dog Tumang which was the father, because he does not know about it. Dayang Sumbi repels for killing the dog. But she is also regret about what he had done.

Folklore entitled "Sangkuriang" is very appropriate for all ages, both children of elementary, junior high school and senior high school. Moreover, the story is also very popular in the javanesse community. This story should also be told in full, so it does not pose a question mark because many of the values which is important. This legend can also be seen by looking at the evidence Tangkuban Perahu in Bandung.

Data 4 Timun Mas

Timun Mas is a folklore that is quite popular in Central Java, which tells of a daughter who was born from a golden cucumber. The girl should be a sacrife for giant accordance with the agreement with the grandmother who cared for Timun Mas. With the help of a hermit who gave four talisman packs, Timus Mas able to escape the giant who want to eat her.

Element of Analisis	Analisis Prinsip Analysis of Implicature Prinsiple	Implicature
Cooperative Principle	Do not violate the maxim of quantity because the information is clearly described. Prioritizing the relevance of the utterance. Some elements maxim adhered manner such as short and well-structured. The true meaning can be understood by anyone who reads.	Patience is one of the human efforts to realize his dream. Like a grandmother who dream to have children, although without a husband. A giant gives cucumber seeds were planted that bear girls. Anyone who is able to be patient in life, they will gain pleasure and a great gift in life.
Horn's Two Principle	Not Violate Principles Q and R. The contribution of information provided to the reader provide an understanding of the struggle Timun Mas.	Each crime will be a disaster for anyone who does it. Crime would be fatal. Humans should not be allowed to perform malicious actions to anyone. Who do good thing, he will also get similar remuneration either in the world or even in nature after death.
Levinson Principle	Obey to the principle of Q, I and M. The contribution of information to the reader isconveyed properly.	Fighting crime should be done by good people. As did Timun Mas with talisman, she fights with giant with four given by an ascetic, form, shrimp paste, salt, cucumber seeds and needles.

Reader classification for folklore titled "Timun Mas" is appropriate for elementary school children, junior high and high school. This story teaches many noble values which can inspire children, such as patience and fight against crime. In addition, the story of Timun Mas also able to encourage children to always loving parents who have cared for from childhood. Parents also need to give attention to their children and help fight child.

Data 5 Roro Jongrang

Roro Jongrang is the folklore from Yogyakarta about a princess of the Kingdom of Prambanan. When the kingdom was defeated by Bondowoso, he wants to Roro Jongrang become his queen. The offer was accepted by Roro Jongrang with the precondition to build 1,000 temples in one night. Roro Jongrang held strategy to thwart the construction of the temple. She asks the maids burn straw and beating dimples. Bondowoso is angry and curse Roro Jongrang be a statue for 1,000 temples.

Element of Analisis	Analisis Prinsip Analysis of Implicature Prinsiple	Implicature
Cooperative Principle	Do not violate the maxim of quantity because the information is clearly described.	Unsincerely love will get refusing. This story proves that love that will impact on the resistance imposed to

	Prioritizing the relevance of the speech. Some maxim elements are short and well-structured. The true meaning can be understood by anyone who reads.	thwart all efforts. Although the rejection was fatal.
Horn's Two Principle	Not Violate Principles of Q and R. The contribution of information provided to the reader to provide an understanding of the struggle Roro Jongrang.	Treachery and cunning will incur the wrath for those who become victims. Not surprisingly cunning will also be bad for anyone who is doing it.
Levinson Principle	Abide by the principle of Q, I and M. The contribution of information provided to the reader conveyed properly.	Conquest will only lead to rape the rights of the colonized. As Roro Jongrang requested to be queen is a form of coercion.

Reader classification is for junior and high school student. This story contains elements of erotica because it involves the love story of two human beings. Although love is no element of coercion, anyone who becomes a victim of love will take the fight.

Data 6 Ande-Ande Lumut

Ande-Ande Lumut is the most popular folklore in East Java. It tells the story of a prince named Panji Asmarabangun from the Kingdom Jenggala. He wants find a wife who leaves his palace. A contest was held Ande-Ande Lumut after knowing the whereabouts of his wife disguised as Klenting Kuning and who lived with a widow and three children. In that contest, Yellow Kuning beat Yuyu Kangkang who delivered it to her husband.

Element of Analisis	Analysis of Implicature Principle	Implicature
Cooperative Principle	Violate the maxim of quantity because the information is not clearly explained. Prioritize the relevance of the speech. Some elements maxim adhered manner such as short and well-structured. The true meaning was not fully delivered.	Self-esteem is everything. Self-esteem should not be debased price with cheating. It exemplified yellow klenting who did not want to kiss Yuyu cages because she remembered her husband. Dignity faces many trials and challenges.
Horn's Two Principle	Violate the principle of Q and R The contribution of information provided to the reader is not enough.	Loyalty is self-esteem. Being a faithful was a man of the highest esteem. For each, a person must hold in her desire not to violate the principles of decency and social norms. Klenting Kuning become an example about a woman who is

		faithful in keeping the love of her husband.
Levinson Principle	Abide by the principle of the Q and I, but does not violate the principle of M The contribution of information provided to the reader enough.	Mate will not run away anywhere. Dating is God's business. Type in a woman and a man already predestined, then they would have brought together by God. Trust mate as God and human affairs must do their best to make us be patient and try. It is exemplified Ande-Ande Lumut are trying to find his wife. Yellow Kuning also be patient while awaiting the arrival of her husband. He was sure he would be looking for him.

Reader classification is junior high school and senior high school. Faithfulness is the universal values that are recognized by all societies. All children Indonesia should give priority to the values of fidelity in life. Yellow Kuning can be an example for anyone who wants to be a survivor in the world.

3.1.2   Implicature and Reader Classification

Classification refers readers that if all the readings can't be used for all ages. Each reading has its own characteristics which have a certain segment of readers, likewise folklore. Generally, folklore is known. Though many folklore is not appropriate for a certain age.

Province	Folklore	Elementary	Junior	Senior
Jakarta	Si Pitung	-	-	v
Banten	Sultan Maulana Hasanuddin	v	v	v
West Java	Sangkuriang	v	v	v
Central Java	Timun Mas	v	v	v
Yogyakarta	Roro Jongrang	-	v	v
East Java	Ande-Ande Lumut	-	-	-

Based the table, it can be concluded that there are any classifications of folklore. Classification can becomes a reference in classfication of folklore for education material from elementary to high school.

3.2   Discussion

3.2.1   Classification for Elementary School Student

Folklore are worth reading material for elementary school children. In fact, folklore offers many positive messages for children.

First, folklore for elementary school children does not contain sensuality or sexuality elements. These elements must be the absolute requirement. Not negotiable. Elementary school children had not properly get sensuality story or a story of sexuality. It will interfere its imagination.

The second is teaching moral values. Moral values in the folklore are prevalent values of the community. The values are easily found by children. For example,

adherence attitude to parents until mutual respect to others human beings. The values can be easily applied by children.

The third is folklore containing exemplary values. Children need many role models in their lives. Modeling is not just found in the home, but also at school. Modeling is not just a live figure that can be touched and felt, but the imagination example also be obtained from the imaginary story, such as folklore. The invisible modeling has a very significant role in the life of children.

Next, folklore contains inspiration. Story for elementary school children should give real inspiration. For example, becoming obedient child to parents. The inspiration are not only earned by children alone, but teacher can give a guidance for children to look for many inspirations are in the folklore.

Folklore must trigger curiosity. Elementary school children has power curiosity is very deep. It is due to the limited knowledge of elementary student become good effects for triggering the emergence of a variety of questions. These are what makes teachers or parent should also be able to answer the curiosity of children.

3.2.2   Classification Reader for Junior High School Student

Junior high school student is transition period from children to the world of teenagers. They can read the folklore that teaches positive values.

First, folklore has a historical value. History is delivered in the form of folklore will be easier to understand than the history that is written in textbooks. Through folklore, history was delivered with beautiful and convincing narrative. However, values of history will not be reduced.

Secondly, folklore that has values religiousity. Religious values can be very clear footing for children to know that religion is not just a mere doctrine. But religious values should be applied in everyday human life. Religious values in folklore have a significant impact for children in understanding the teachings of religion.

Third, the social values in folklore. Junior high school children should be taught how to interact well in a social environment. It is so that children understand that life also has rules that are not written. Unwritten rules generally exist in the story of folklore. That way children will become more understanding of what exactly should be done and what should not be done.

Fourth, social stories contain cultural values. Cultural values are rooted values and shape the identity of a nation. Cultural values associated with the ideology attached to a community group.

3.2.3   Classification Reader for Senior High School Student

Senior high school is an age toward maturity. They already know about the good and bad in their life. Nevertheless, they also still need guidance in their lives. The guide can be obtained from folklore.

First, folklore contains attitude heroic attitude. It was able to raise the value of heroic bravery, not a weak person. In addition, the heroic also capable of being pushed and give spirit for readers.

Secondly, folklore contains the value of nationalism. Love of the homeland should always be nurtured to continue to grow. Folklore that contains nationalism will provide a boost for children always love his nation.

The third, folklore contains dreams about the future. Senior high school folklore is more appropriate in order to motivate them to have dreams and aspirations about the future. It may be appropriate for the senior high school students to continue to learn about values of folklore.

Fourth, folklore for senior high school students should have the values of optimism to keep the spirit to live a life which filled with various barrier and hurdles. As noted in folklore that is keep fighting in order to achieve the desire that has been a determination.

3.2.4   Reader Classification and Character Education

Folklore is the foundation for character education materials, before children know novels or short stories which have setting in a foreign country or the modern world. Folklore becomes a reference in the reading materials for English and Indonesian subject. Social and cultural proximity make the students more easily digest the messages of folklore.

Character education also has stratification because educational materials also follow the development of the age of the students. Likewise folklore, not all of folklores are appropriate for all students. The values in folklore can also be a guide in the development of character. Especially when the values can be applied in life of children, not just a theory.

Researchers look stratification of folklore based on readers' orientation. So, it can be a reference for the development of educational material character in Indonesian or English Language. The importance of folklore due to moral values in it. Where folklore can be delivered without patronizing.

Cultivation of good character education is in elementary, junior high and high school. First, not all folklore can be enjoyed by all ages. There are values of violence and sensuality which sometimes inappropriately with children. Second, the values of folklore can also be enrichment for character education materials. Discussion is an alternative way to explore the messages and values that contain in the story. It became the most effective method in teaching literature.

4   CONCLUSION AND SUGGESTIONS

4.1   Conclusions

Not all folklore can be used for all stratum of education in Indonesia. Each text has own characteristics which have a segmented of readers. Each folklore has advantage and readers. Segmentation folklore reader are elementary school, junior high school and senior high school. Classification of reader is very important because folklore contains the value and different messages.

Folklore is very useful in the development of character education. Messages and values in folklore can be a guide to how the character education can be digested more easily in learning literature. Folklore becomes a reference in the reading materials for teaching English and Indonesian that develop character education. Social and cultural proximity makes the students more easily digest the contents of folklore.

4.2   Suggestions

First, this research can be developed by other researchers to give people an understanding about the classification of folklore based on the study of implicature in order to empower character education. The researchers also examine the folklore from different point of view, for example, social or cultural studies.

Second, teachers and lecturers can make the study as a reference in the exploration and utilization of folklore. They can also maximize the folklore to the development of character education. So that character education is not only patronizing lecture, but it can take lessons from a folklore.

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USING VIDEO GAMES TO IMPROVE STUDENTS' WRITING ABILITY

YulianiKusumaPutri
youlee.kape@yahoo.com

STBA Yapari-ABA
Jln. Cihampelas No. 194 Bandung

ABSTRACT

Teaching EFL writing today is not the same as teaching EFLwriting in the previous decades. Students today were/are born in the era of digitalisation, where everything, including societies and communities, is going digital. The conventional "I lecture, you listen" teaching method is not quite appropriate to use. What students need is to learn instantly, practically, and applicably. This paper proposes a non-conventional teaching method in EFL writing that is suitable for today's students. By using video games, one media students have been familiar with, teachers can encourage students to improve their writing abilities. This media can be used both in and out of classroom. Teaching writing using this media can also help students enhance their 21st century skills so that they are able to compete in both the 21st century and the upcoming Asean Economic Community (AEC). This paper is beneficial for EFL teachers, especially new EFL teachers who dislike the out-of-date teaching methods, to make the class more exciting and challenging.

Keywords: Writing, Video games, 21st century

1 INTRODUCTION

It has been 14 years since we lived in the 21st century, and there are still several months before Asean Economic Community is announced. Teachers all over the Southeast Asia, including Indonesia, have been preparing themselves to prepare their students to be able to compete in the AEC. However, a big question mark arises. Have teachers been using appropriate teaching methods for their students, the digital natives who were born during the digital age, to learn?

There have been a lot of opinions on teaching students of the 21st century. Some say that in order that the students understand what they learn from their teachers, they should be directed to learn both in and out of the classroom(Putri, 2014b; Reinders, 2009). Moreover, the Teacher Centred Learning (TCL) method has long been considered inappropriate to use in this century. There are, however, some teachers who still use such method. In order to achieve a great success in preparing our students to compete in the AEC and the 21st century, teachers should first understand how today's students learn, absorb information, and implement their knowledge.

2   HOW STUDENTS LEARN IN THE 21ST CENTURY

Students today are very much different from students in the last decades. They rarely go to the library or bookstores to find references, they simply connect to the Internet and with one click away, they get what they need. They hardly study materials in advance; instead, they prefer to brush up on them instantly. It is not impossible that they can learn in a short time, because they are used to living in a fast world where information can easily be gained and updated. It is supported by Prenskywho says that students' lives have been surrounded by digital technology ever since they were born, and that leads to their brain structures(2006, p.28).

In line with their different brain structures, students' ways of learning and absorbing information are so much different compared to their predecessors. Firstly, they prefer to receive information fast from various multimedia resources whilst their predecessors still believe it is better to gain information slowly from limited sources. Secondly, they choose to do multitasking, i.e. doing different things at the same time; on the other hand, their predecessors would rather to do one thing at a time. Thirdly, they prefer to learn from pictures, sounds, and videos prior to texts; on the contrary, their predecessors had better learn from texts prior to pictures, sounds, and videos. Moreover, what distinguishes them more from their predecessors when it comes to learning is that they favour learning in network or groups (collaborative learning) instead of learning individually. The ways of learning mentioned previously are in proportion to what Palfrey & Gasser(2008) explain:

> *"For Digital Natives, "research" is more likely to mean a Google search than a trip to the library. They are more likely to check in with the Wikipedia community, or to turn to another online friend, than they are to ask a reference librarian for help. They rarely, if ever, buy the newspaper in hard copy; instead, they graze through copious amounts of news and other information online" (p. 239).*

To add up, students today also prefer to learn what is relevant, applicable, and fun. These characteristics are not really integrated in some parts of conventional school curricula. This is due to the difference between how teachers think and how students think (Prensky, 2010). It is therefore the duty of teachers and educators to maximise their roles in educating digital native students.

2.1   Role of the Teachers

Teachers and educators therefore play an important role for the success of their students' learning, so that they can survive in the 21st century competition. Educators have a responsibility to familiarise themselves with the fast changing learning process that their digital native students are doing (Palfrey & Gasser, 2008, p. 239). It is believed that the conventional "I lecture, you listen" teaching method is inappropriate to use for today's students because they will easily get uninterested with this one-way kind of learning. Teachers may find it hard to believe that students today are able to focus on different things at a time, unlike how they used to learn. However, we cannot simply put the blame on the teachers. "Most of our teachers need neither punishment nor replacement, but rather new perspectives and ideas that work. Our educational context has changed, and a new context demands new thinking" (Prensky, 2012). Hence, not only the school curricula and syllabi which need changing, but also the teaching method.

Digital native students will appreciate it if they are invited to get involved in the learning process. Thus, teachers need to make students participate in learning activities;

they need to partner up with their students. One of the ways is by using their digital native students' language, a learning tool that students have been familiar with, i.e. technology. Teachers do not need to adapt themselves with all the so-called eye-hurting and head-spinning technology; what teachers need to do is know how technology will help students improve their learning. That being said, teachers only need to guide students into the using of technology to be effective for their learning (Prensky, 2010, p. 21).

Teachers may afterwards question if they should prepare the technology for their students, what kind of technology the students should use to improve their skills, and how technology will enhance students' learning. Teachers need not prepare the technology themselves. They can simply make students utilise their already possessed technology, i.e. their gadgets, for learning. Children today have been facilitated with mobile phones (smartphones), tablets, and notebooks or personal computer (PC), so teachers do not have to worry about not being able to facilitate their students with gadgets, because students have been living with their gadgets even before they met their teachers. Today, every student must have at least a smartphone, since the price of smartphones is now more affordable than in the previous decades. State-of-the-art smartphones have already offered many features such as document viewer and editor so they can function as a document reader and editor/maker. Therefore, teachers can encourage students to utilise their own smartphones for learning instead of forbidding them to use the smartphones during learning process. Moreover, there are also several third-party applications which can be downloaded straightforwardly from the smartphones. Some of the applications are learning-aid applications, so teachers can instruct students to download such application relevant to what subject they are learning. However, teachers need to remind themselves of not losing the essence of learning and straying away from the curricula and the course syllabi. For that matter, teachers are expected to be their students' supervisors along the learning process.

3   EFL LEARNING IN THE 21ST CENTURY

EFL teachers do not have to start from scratch in teaching English to their digital native students, for the students may have been gotten used to English ever since they were infants. As what Prensky (2006, p. 27) states that "today's students have spent their entire lives surrounded by and using computers, video games, DVD players, videocams, eBay, cell phones, iPods, and all the other toys and tools of the digital age", students have been familiarised themselves with English, because almost all instructions of the toys and tools of the digital age are in English. As a result, what teachers need to do is improvise their ways of teaching by incorporating students' interests in their method.

Students' digital world can be an effective way to make English learning more alive. Not only because technology has been a part of students' everyday lives, but also because it offers many ways to develop students' skills to compete in the 21st century. This is supported by the report written by Saavedra & Opfer(2012) that says:

> *"Technology offers the potential to provide students with new ways to develop their problem solving, critical thinking, and communication skills; transfer them to different contexts; reflect on their thinking and that of their peers; practice addressing their misunderstandings; and collaborate with peers—all on topics relevant to their lives and using engaging tools" (p. 16).*

Consequently, teachers ought to listen to what students want. Students do not want to be lectured; instead, they want to participate in their own learning to develop

themselves. Students need to collaborate with other students, their teachers, and even with everyone around the world because a part of what today's students want is to connect with their peers to express and share their opinions, in class and around the world(Prensky, 2010, p. 19). In addition, EFL learning environment should be changed from serious and full of classroom exercises into something fun, attractive, and interactive so that they can not only learn, but also play (Putri, 2014a).

EFL teachers have been even more blessed ever since the English learning method, Computer Assisted Language Learning (CALL), penetrated the world of EFL teaching and learning. CALL is a process in which students improve their language skills by means of using computers and many kinds of computer-based technology (Beatty, 2003 in Eskelinen, 2012, p. 4). Using CALL, students can learn, collaborate with other students and/or teachers, and share, while their teachers can still supervise their activity. Those, however, are not the only benefits of CALL technology.

With technology, teachers can also make students their own researchers. Teachers may instruct students to find out anything regarding EFL by themselves using their own technology devices or gadgets. As previously mentioned that students did not want to be lectured, instead of preaching, teachers can encourage students to find out for themselves what they need to know. This automatically changes the role of teachers from information giver to supervisor; and the role of students from information receiver to researcher. For this matter, students can be their own self-teachers in learning different kinds of English skills such as listening, speaking, reading, and writing.

3.1 EFL Writing

English writing is said to be the most challenging part of the four skills because it requires note-taking, identifying a central idea, outlining, drafting and editing(Wallace, Stariha, & Walberg, 2004). Similarly, English writing is considered the most advanced level of EFL learning because it requires students to understand the writing rules such as punctuation and grammar. Writing is similar to reading in that they both involve texts (Nessel & Dixon, 2008); the difference is that writing is a productive process in which students are required to create products.

However, as challenging as it may be, digital native students will not find it too difficult as their lives have been involving texts; they are accustomed to writing text messages, instant messages, emails etc. on their mobile phones as tools for communication. Furthermore, they spend most of their time texting instead of speaking. Nevertheless, the kind of writing students are accustomed to is different from the one that they are going to learn in EFL learning. For these reasons, teachers should observe and guide students to better writing, i.e. English writing with all the rules and requirements. In order to do so, teachers may adapt the principles of teaching writing; they are meaning-focus input, meaning-focus output, language-focused learning, and fluency development (Nation, 2009, p. 93).

Nation (2009, p. 93-95) further explains about the four principles. In meaning-focus input, studentsought to take experience and knowledge along to their writing. This means that students need to know what they are going to write. Next, in meaning-focus output, students need to write different kinds of writing with a message in each writing. They also need to attract others' interest. In addition, they also need to improve their language and computer skills from writing. After that, students must pay attention to the parts of writing process and the strategies to deal with the process, clarity, fluency, spelling, and ethical issues in writing in the language-focus principle. To add up, teachers need to review their students' writing so that students will be more aware of their mistakes and improve their knowledge. In the fluency development principle, students

should develop their speed of writing in order to be able to write simple material at a sensible speed. In brief, teachers need to implement these principles of teaching writing into their teaching using different writing styles.

There are four major forms of writing styles: descriptive, narrative, persuasive, and expository. Descriptive writing is used when we want to describe something. Its main focus is to describe characters, events, or places thoroughly. When the writers take time to be more specific in their descriptions, it may be poetic(Meer, 2015). Some examples of descriptive writing are journal/diary, poetry, and a gadget's specification. Narrative writing, on the other hand, is a writing style that focuses on telling stories. Writers create characters involved in the story. It has beginnings, intervals, endings, and sometimes conflicts. Products of narrative writing are mostly, but not limited to fictions such as novels, biographies, and short stories. Both descriptive and narrative writing styles are the most common styles taught in EFL beginner class.

Next, there is persuasive writing. As the name implies, this style of writing focuses on persuading readers. Writers try to convince readers that their opinions are acceptable with this style of writing. There are times that writers ask readers to do something in their writing. This style of writing consists of reasons, arguments, and justifications (Meer, 2015). Several forms of persuasive writing may be advertisements, reviews, letter or complaint, letter of recommendation, and opinion article on newspapers or blogs. EFL students may find writing English with this style a little bit tricky because they have to be able to argue whilst giving facts about what they argue. Finally, expository writing style has a main purpose to explain. Writers emphasise on telling readers the facts and figures without speaking up their opinions. It is written in a chronological order and accompanied by facts and figures. When writing in English with this style, students need to pay attention to the logical order. We can find this style of writing in textbooks, news stories (but not opinion or editorial pieces), recipes, how-to articles, and business, technical, or scientific writing. All in all, different types of writing styles play different roles and purposes. Nonetheless, writers may combine some writing styles into one writing such as descriptive and narrative in a synopsis, or narrative and persuasive in a movie review.

To summarise, teaching writing to digital native students may have its own challenge. In order to get students' attention, teachers must have certain method in teaching writing that is fun, enjoyable, and interactive for their students by using some media students are familiar with such as computer, mobile phones, movies, and video games.

4   VIDEO GAMES FOR WRITING

There are some practitioners in education who see video games from another point of view, namely, from the positive side (Gee, 2003; Gibson, Aldrich, & Prensky, 2007; Hutchison, 2007; Mitchell & Savill-smith, 2004; Prensky, 2006; Shaffer, Squire, Halverson, & Gee, 2004). They believe that video games can be beneficial for today's education which students are digital natives because video games are one of today's students' interests. In addition, there are also several EFL/ESL practitioners who support the idea that video games are useful for enhancing students' 21st century skills and play a role in education, especially for EFL/ESL learning (Campos & Brawerman, 2013; Chang, 2012; Eskelinen, 2012; Heick, 2012; Putri, 2014b; Reinders, 2009).

Video games can be played from computers (PC); consoles such as Xbox, Sony PlayStation, and Nintendo Wii; and mobile phones or tablets. There are two types of video games: offline and online. We do not need Internet connection to play offline video

games. On the contrary, Internet or Local Area Network (LAN) is needed if we want to play online video games. Most students who possess a PC at their home must have at least one game installed in their PC. There are also some students who may own a console at home. Moreover, students must have tried playing video games on their handheld devices, namely mobile phones and/or tablets. When students play online video games, for instance from their mobile phones, often times they share their progress online (e.g. to their social media account). This shows that students do not mind sharing what they have, do, or will do. Teachers can take advantage of this attitude of their students.

Teachers can encourage students to expand their video gaming to the next level using students' writing skills. Not to mention, supervised by their teachers, students can also develop their writing using different styles of writing, i.e. descriptive, narrative, persuasive, and expository. What is even better, this activity does not need to take place in classroom.

Teachers may first start by asking students what kind of video games they like and/or play the most. Teachers can then brainstorm students about the story lines of the video games, characters, how to finish the games, and perhaps students' thoughts about what is good and not good about the video games. From this brainstorming activity, teachers can also expand more thorough ideas such as students' favourite characters from the video games and their reasons why they favour the characters. In case that students forget about the ideas, teachers may note down the ideas using mind-maps or conceptual maps. Figure 1 below is an example of a mind-map about video games.
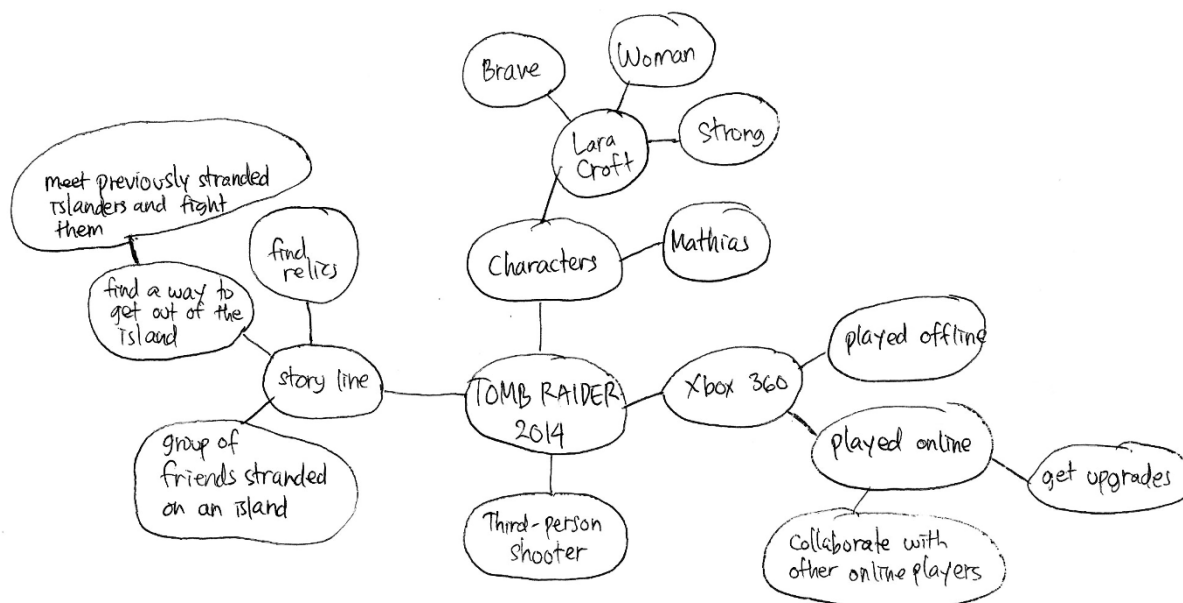
Figure 1   ***Student's mind-map about her favourite video game***

After jotting down ideas into a mind-map, students may be encouraged to write about their favourite video games. Students may write about the characters in the video games and the scenes using descriptive writing style. Other than descriptive style, students may also write the story line using narrative writing style. Similarly, expository writing style may also be used to write a walkthrough or a strategy guides on how to finish the games. Students may write the strategy guides for a full video game or one single mission (Hutchison, 2007, p. 166). It will be even better if students write a review

about the games using persuasive writing style. All in all, any kind of writing styles can be developed through writing using video games.

When students have finished writing about their favourite video games, teachers can even take it to a higher phase. Students can post their writing online after revised by teachers or their peers. There are many websites about video gaming. One example is GameFAQs (www.gamefaqs.com) on which gamers can share their thoughts about their favourite video games including strategy guides. On the website, they can even discuss with other gamers who may have similar favourites. This way, students' writings will not be read by not only their teachers and peers, but also worldwide. Alternatively, students may create their own blogs and start sharing on their blogs about what they have written.

To sum up, video games can not only help students improve their writing skills, but also give challenges students may like. Teachers need to continuously monitor their students along the process in order for the learning objectives to be achieved.

5   CONCLUSION

Today's technology that has been integrated in digital native students' lives may come in handy to support EFL teaching and learning. English writing skills which are desperately needed by our students to survive in the 21st century and to prepare to compete in the Asean Economic Community (AEC) at the end of this year can be developed with the aid of video games, means of technology students have been acquainted ever since they were children.

With video games in English writing teaching and learning, teachers are expected to be creative and innovative in teaching writing to their students so that students can be even more creative and innovative. Teachers and students are both expected to collaborate well in English writing teaching and learning in order to accomplish students' EFL competence and performance.

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LANGUAGE OF COMPLAINTS (DIRECT AND INDIRECT HOTEL GUEST COMPLAINT)

Faisal F. Puksi
faisalpuksi@gmail.com

Retno Budi Wahyuni
retnonaniek@gmail.com

Sekolah Tinggi Pariwisata Bandung
Jl. Dr. Setiabudhi 186 Bandung

ABSTRACT
Complaint is intrinsically an abusive act which tends to offend the complainees. There are two ways in complaining, direct and indirect. These two ways of complain can deliver different consequences. This study aims to describe hotel guest direct and indirect complaint and compare it. This study is a qualitative research with descriptive method. The source for data analysis obtained from observation and interview techniques for direct complaint and documentation techniques for indirect complaint. In this study, 25 direct speech act of complaints and 25 indirect speech act of complaints was gathered to gain the insight about complaint. Classification related with hotel context shows that the direct complaint has 5 Mechanical Complaints, 4 Service Related Problems, and 16 Unusual Complaints, without any Attitudinal Complaint. The direct speech act of complaint from purposes of hotel guest also shows that all data can be classified into Directive Speech Act. On the other hand, classification related with hotel context shows that the indirect complaint has 20 Mechanical Complaints, 2 Attitudinal Complaints, 1 Service Related Problem, and 2 Unusual Complaints. In terms of speakers' purposes, the entire indirect complaint in this study is the expressive speech acts. The findings show that there are significant difference between direct complaint and indirect complaint.

Keywords: speech act, direct, indirect, complain, hotel

1   INTRODUCTION

Pragmatic is important in terms of cross-cultural and interpersonal communication. To gain successful communication, pragmatic knowledge and competence can facilitate interlocutors in conveying communicative intention and comprehending intended message (Wijayanto et al., 2013). Complaints have been studied from a number of disciplinary perspectives. The largest body of research on the speech act of complaint approaches the subject from a pragmatics perspective. Previous studies in speech act have been devoted several disciplines, including across languages realization patterns (Chen et al., 2011; Wijayanto et al., 2013; Moon, 2001), transactional discourse (Obuchi, 2013), and tourism/ hotel (Sirikhan and Prapphal, 2011; Vásquez, 2011). These studies typically rellies on data elicitation from discourse completion test (DCT). DCT is a tool that

usually used to elicit speech act in linguistics. However, it can be considered harder to score because can be influenced by interlocutors (Golato, 2003). This study is not use DCT as tool and tends to choose semi-natural occurring talk by doing the interview.

House and Kasper (1981 in Chen et al., 2011) argue that in speech act of complaining, complainee must have done an action which complainer considers bad, unsatisfactory, or unacceptable. Expressive post-action from complainer can be regarded as complaint. According to Chen et al. (2011, p.255) complain as an illocutionary act has three major characteristics: complain deals with face threatening act, complain can be addressed at different directness level, and complain has no typical corresponding second part, as the perlocutionary act of complain is negotiable. Chen et al. (2011, p.269) argue that the act of complaining has at least two universals generalization. Firstly, when facing an offensive act, most competent adult members of a given society are expected to complain rather than opt out of the situation. Secondly, there is a preference for less-direct strategies as opposed to more direct strategies.

Complain often threat social relationship between interlocutors as complainer show negative evaluations from addressee's previous actions (Wijayanto et al., 2013). Since complaining usually corresponds with face-threatening, politeness strategies can be used by complainers to save complainees's face (Wijayanto et al., 2013). Complaint is the expression of negative feelings that expressed by complainers to complainees concerning unsatisfactory experience. Unsatisfactory experience can be obtained because of some misconduct or mistake. This unsatisfactory experience then become the reason for complainers to complaint and has the right to take an offense stand (North, 2000). Complaint usually expressed by complainers to draw attention of complainees who hold responsibility for the unsatisfactory experience. Complain can be conducted by accusing wrong doing and asking rhetorical questions to complainees (Monzoni, 2008) (Wijayanto et al., 2013).

Complain usually differentiate into direct and indirect complain (Boxer, 1993). Direct complain occurs when interlocators (complainers and complainees) present in the scene and the talk about complaints took place. This type of complain happen when complainee who have accountable responsible for the complainer's trouble is present. On the other hand, indirect complain occurs when complainees who have accountable responsible for the complainer's trouble is not present (Monzoni, 2008).

Searle (1975, in Gunarwan, 1992, p.11-12) classified speech acts into five types based on the purpose of the speaker:

(a)   Representative, speech acts which bind the speakers to the truth of what he said.
(b)   Directive, speech acts speakers committed with the intention that the hearer perform actions mentioned in the speech.
(c)   Expressive, speech acts committed with the intention that utterance interpreted as an evaluation of the things mentioned in the speech.
(d)   Commissive, speech acts which bind speakers to carry out what is mentioned in the utterance.
(e)   Declaration, namely speech acts done by the speaker with the intent of creating it (status, state, and so on) are new.

- Hotel guest complaints can be divided into several types (Ruslan, 2013):
- Facilities / Mechanical Complaint (complaint regarding facilities). Guest complaints caused by equipment problems and hotel equipment that is not functioning properly.

- Staff / Attitudinal complaint (complaint about the performance / service employee). Guest complaints caused by less politeness of employees.
- Service Related Problem (complaints about the service is not good). Guest complaints caused by service not good.
- Unusual Complaint (complaint of a special nature). Guests are complaints that are caused by unusual circumstances.

Through internet everyone now can complain about anything. Many consumer-related websites provide customer reviews form that everyone can access to it (Wijayanto et al., 2013). Direct and indirect complain are two types of complain that will be presented in this study. In this study, direct complains are represented by hotel guest complain to Guest Relation Officer (GRO) and indirect complains are taken from online booking reviews and hotel review websites.

2 METHOD

Data for this study is divided into two kinds of data, direct data and indirect data. Direct data was gained from interview from guests in a hotel in Bandung who gave complaints to Guest Relations Officer (GRO). Researcher ask permission to hotel management to got the information about guest complaint list, then approach guest on the list of complaint to become participant of this research. Random sampling technique is applied in this study with 25 hotel guests were interested and agreed to voluntary participate in this study. Participants of this study consisted of 8 males and 17 females who were still stay in the hotel when the interview taking place. The interview was carried out to re-construct the sentences of complaint from hotel guest to GRO. Interview guide was used to engage participants in reconstructing sentences word per word in complaining the hotel. Interview guide is important to minimize error, forget, and/ or unreal story possibilities. This way of data collection although did not obtained from real conversation between guest and hotel GRP, can be regarded as the best and ethical way in collecting data.

Indirect data was taken from hotel review websites that provide customer reviews that everyone can access to it. *Agoda.com* and TripAdvisor, both display guest reviews about the hotel, was chosen as the indirect data source of this study. In addition, this study consists of 25 negative reviews of the hotel from both websites.

To analyze the data, coding scheme based on data collection was developed. Four main types of complaint in hotel were identified, including Mechanical Complaint, Service Related Problems, Unusual Complaint, and Attitudinal Complaint. Beyond that, all the data then classified into five types of speech act based on complainer purpose, including Representative, Directive, Expressive, Commissive, and Declaration.

3 FINDINGS AND DISCUSSION

Findings in this study is divided into two, direct complain and indirect complain.

3.1 Direct complaint

From 25 direct complaints, 5 direct complaints were taken as example for this article. Complaints presented below are conversation between GRO (R) and Guest (G) with code 1.1, 1.9, 1.12, 1.17 dan 1.19.

Data 1.1
R   : "Good morning, may I help you?"

G : "I want newspaper. I already ask for newspaper this morning, but I haven't got it for 3 hours now. What's wrong?"
R : "I'm sorry for your inconvenience. You stay in what room?"
G : "412."
R : Alright then. We will surely send it tou you right away."
G : "Thank you."

This conversation between GRO and and guest occurred when guest come to Front Office to complain about service that take too long. The context of the speech made by the guest at the reception and asks again for the newspaper because demand can not be realized by telephone. The GRO staff has the option to give guest what he wants, but the staff did not want guests to feel disappointed because of the wait. So, the staff promises to deliver the newspaper to the room as soon as possible. Staff advises guest to go back into the room and asked bellboy to deliver newspapers to guest's room. From the data it can be seen that this speech can be classified into complaint speech act with Service Related Problem type. Based on the purpose of the speaker, the complaint also can be classified into directive speech act. The staff tried to give a desirable thing with a choice of words that is able to increase confidence. Besides that, staff also provides additional assistance so that guests will feel convenient by asking the clerk to deliver newspapers to guest rooms. This is important to show the guest that the hotel is able to provide a good service and fix the mistake before.

Data 1.9
G : "Miss, please help me to check out. I am confused how to check out here. The receptionist is not very helpful"
R : "Right Maam, please go to the front desk in the lobby, we will help in check out process"

Speech occurred on the telephone, when guests call the front desk to help check out process, the guest was in the room for packing. The receptionist swiftly prepares the bill and asks guests to go down to the lobby and met the receptionist at the front desk, so check out process can be solved quickly. This data can be classified as complaint speech act with Unusual Complaint type. Based on the purpose of the speaker, the data is directive speech act type. Receptionist have used the maxim of generosity in the expression and ordered to guests. This was taken so guest will not feel offended by the words spoken by the receptionist. The receptionist also uses the word "please" as a form of message, which allows guests to feel to be respected. Additionally receptionist emphasizes the word "we will help in check out process". Receptionist gives promise that the guests feel comfortable with the proposal or order from the receptionist.

Data 1.12
G : "Why this elevator taken too long, I had to quickly get off"
R : "Sorry sir, several lift units are in the process of repair. Today yo are very busy, yes sir? "
G : "Yeah, how do you know?"
R : "You look neat and fragrant"

In the context of data, speech occurs between the GRO staff and a guest who was waiting for the elevator. The staff who at the time was not in duty saw that the guest is about to go down and use the clothes very neat. The guest has long stayed in that hotel, so the receptionist very familiar that the guest that always has a busy schedule. The guest

complained about having to wait a long time for the elevator with some faulty units. Hotel guest use complaint of speech acts with Mechanical Complaint type to express his point. Based on the purpose of the speaker, the data is directive speech act type.The staff greets and gives compliment to please their long stay guests. It is more like a comment circumstances both physical and speech abilities that allowing staff to give positive comments about it.

Data 1.17
R : "Can I help you?"
G : "Yesterday I've made a note and I put it in the room and reception. The shower in my room is broken"
R : "I'm sorry for inconvenience, we will immediately call the engineering again"
G : "What kind of hotel this is? Have a broken shower in a room!"

The context of the speech that occurs between the receptionist and guest came as guest complained that her room has faulty shower. At this conversation the receptionist apologizes and promptly responds to guest complaints. The guests actually have made a note in the room and reception that should have been read by hotel staff, but no action from hotel staff so guest immediately comes to the front office to complain about shower problem. The data shows complaint speech act of Mechanical Complaint. In addition, based on the purpose of the speaker, the data is a directive speech act type.

Data 1.19
R : "Good morning Ma'am. How can I help you?"
G : "I've already book a room in this hotel through Agoda, but reception rejects my booking. How could this happen?"
R : "Right Ma'am. I will check it first."
R : "I'm sorry Ma'am for your incovenience. Your booking is valid, maybe there some technical problem in our system."
G : "Why this could be happen in this kind of hotel?"
R : "We are very sorry for your inconvenience. We will fix it as soon as possible."

This speech refers to conversations when guest do check in. In the conversation the guest has already been rejected by receptionist. The guest then comes to GRO staff to complain about the invalid booking. GRO staff checks the validity of guest's booking and found out that the booking actually valid. Data can be classified as complaint speech acts of Mechanical Problem. In addition, based on the purpose of the speaker, the data is a directive of speech act type.

From 25 direct complaint speech act, there are 5 Mechanical Complaint, 4 Service Related Problems, and 16 Unusual Complaint. Based on the observation there is no Attitudinal Complaint. According to the HR Manager and GRO, direct and indirect complaints from hotel guests will always there and exist. The type of complaints made also vary, sometimes reasonable and sometimes unreasonable. This study shows that Unusual Complaint has a large number than others. This may be due to many guests who only find error with the hotel facility only. Mechanical Complaint and Service Related Problems also noted in this study. Many factors can increase hotel guest complaints on two types of speech acts. A high occupancy rate, full meeting events, technical issues beyond human capabilities can be the cause of a complaint on the type Mechanical Complaint and Service Related Problem.

Direct Hotel Guest Complaint

Type	Freq	Percentage (%)
MECHANICAL COMPLAINT	5	20%
ATTITUDINAL COMPLAINT	0	0%
SERVICE RELATED PROBLEM	4	16%
UNUSUAL COMPLAINT	16	64%
Total	25	100

In context of the purpose of the speaker, all direct speech acts are Directive Speech Acts. This is happen (majority directive speech act) because complainer when do the direct speech complaint, she/ he wants clarification, answer, and improvement from responsible person for the unconvenience experience. This is also in line with Chen et al. (2011, p.269) that argue when facing an offensive act, most competent adult members of a given society are expected to complain rather than opt out of the situation.However, there is face threatening acts that will be hotel guest consideration when do complain. Agree with Wijayanto et al., (2013), hotel guest when direct complaint will also consider politeness strategies to save complainees's face.

3.2   Indirect complaint

From 25 indirect complaints, 5 were taken as the example for this article. The data shown below are 2.3, 2.9, 2.11, 2.12 and 2.20.

Data 2.3

> *"The atmosphere of the room is quiet even sometimes the annoying voice from outside is still heard."*

The indirect complaint was sent by a guest to Agoda.com. Based on the purpose of the speaker, this utterance can be classified as Expressive Speech Act. The complainer tried to express their experience during their stay at the hotel. This data can also be included into Unusual Complaint.

Data 2.9

> *"Hotel Topas Galeria is strategically located near the Bandung Entrance gate. It seemed, the hotel is merely dark since there is no light from outside area."*

This sentence was indirect by a guest to Tripadvisor.com about the hotel condition which is rather dark since there is no light from outside area. Based on the purpose of the speaker, this speech act is included into Expressive Speech Act. The speaker tried to express their experience during their stay at the hotel. Related with hotel context classification of complaint speect act, it is included into Mechanical Problem.

Data 2.11

> *"Unsatisfied with this hotel. Between the facilities and the price are not compatible. Some facilities have been broken and need to be replaced by other better facilities. For long stay, they said there are some alternatives near the hotel."*

This was sent by the guest to Agoda.com about facilities of the hotel. They said that it is needed to be replaced with other better facilities. Based on the purpose of the speaker, this speech act is included into Expressive Speech act, since the speaker complained expressively. The speaker tried to express their experience during their stay at the hotel. In the hotel context of complaint speech act, it is included into Mechanical Problem.

Data 2.12

> *"Cool, Clean and friendly but the hot water is not clean but it happened when we check out."*

This data was sent by the hotel guest to Agoda.com about hotel facility, the hot water is not clean.Based on the purpose of the speaker, speech act code 2.12 is included into Expressive Speech act, since the speaker complained expressively. The speaker tried to express their experience during their stay at the hotel. In the context of the type of complaint speech act , it is included into Mechanical Problem."

Data 2.20

> *"I stayed there for 3 nights. The first night is horrible. Because of the smell of the septic tank fills the room, not only the bathroom, every time I flush. It was room 223. The next day I moved to room 226, and it was okay. No smell at all. As a whole, it's a nice hotel, quite clean and the service is good. But there is no elevator, so if you decided to stay there, first, check the toilet, and second ask for a room which is on the same floor as the lobby, to avoid going up and down the stairs."*

The complaint was sent by a guest to Tripadvisor.com about facilities in the hotel. They said that there was smell of septic tank in the room. Based on the purpose of the speaker, this speech act is included into Expressive Speech Act, since the speaker complained expressively. The speaker tried to express their experience during their stay at the hotel. In the hotel context of the type of complaint speech act, it is included into Mechanical Problem

Among all indirect speech acts about complaining, it has been found that 20 speeches are Mechanical Complaint, two (2) speech acts are Attitudinal Complaint, one (1) spees is Service Related Problem, and 2 speech are Unusual Complaint. The Human Resources Manager of the hotel and the Guest Service Officer said that there will always be a indirect complaint to the hotel. There are some kinds of complaints and sometimes the complaint is not reasonable. Sometimes hotel competitors write some negative aspects in the internet. Based on the documentation, Mechanical Complaints have more number than others (80%). There are some factors that could increase the number of hotel guest's complaints. The comparison among hotels and technical problems which is out of human abilty could be the reason of complaining on thi type of Mechanical Complaints.

Indirect Hotel Guest Complaint

Type	Freq	Percentage (%)
MECHANICAL COMPLAINT	20	80%
ATTITUDINAL COMPLAINT	2	8%
SERVICE RELATED PROBLEM	1	4%
UNUSUAL COMPLAINT	2	8%

Total	25	100

In context of the purpose of the speaker, all direct speech acts are Expressive Speech Acts. This is happen (majority expressive speech act) because complainer when do the indirect speech complaint, she/ he is free to express everything related with unconvenience experience.This study agrees with second universality of complaining (Chen et al., 2011), which is complainer tend to choose less-direct strategies of complain.

When facing unsatisfactory experience, complainer has to make decision is whether to complain or not. Complainer may avoid complaining, especially if the complainee has higher status or not very close. Such non-performance may be regarded as tactful or polite, but there is a possibility that the complainer will remain frustrated by the dissatisfaction or annoyance. On the other hand, if the speaker chooses to carry out the complaint, s/he may mention the offense un-mitigatedly and accuse the complainee as guilty of the offense. In so doing, the complainer may benefit from expressing the censure clearly, but s/he also runs the risk of destroying the relationship with the complainee. A rational human being should therefore choose to strike a balance between expressing annoyance and preserving social harmony by using less-direct strategies to redress the action.

4   CONCLUSIONS AND SUGGESTIONS

Among direct speech act of complain, it is found that there 5 Mechanical Complaints, 4 Service Related Problems, and 16 Unusual Problems. There is no Attitudinal Complaint. From the purpose of the speaker, it is found that all direct speech acts of complain are Directive Speech Act. In some cases, complaining speech act is included into Expressive Speech Acts, but in context of hotel guests complained directly to the hotel is exclusion.

Among indirect speech act of complain, it is found that there 20 Mecahnical Complaints, 2 Attitudinal Complaints, 1 Service Related Problem, and 2 Unusual Complaints. From the purpose of the speaker, it is found that all indirect speech acts of complain are Expressive Speech Act.

It is suggested that in the next research dig deeper on many types of both directive and expressive speech acts since there are so many types of speech acts. For those who are enthusiatic in pragmatics, this reaserach could be developed by doing research about directive and expressive speech acts on the facilities of tourism like Tourist Destination, Restaurants, and others because different locus will gain different interesting language phenomenon. Importantly, participants for next research should be increased to gain more valid result.

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WHAT AND HOW DO THE ATTRIBUTES OF L1SOCCUR IN A TESOL PROGRAM

Lalu Ari Irawan(Co)
Susanto
Suharsono
IKIP Mataram, Universitas Negeri Surabaya

ABSTRACT

This study was initiated due to the appearances of the attributes of first languages (L1s), i.e., Indonesian language (national language–NL) and/or Sasak language (indigenous language–IdL) in a Teaching English to Speakers of Other Language (TESOL) program held by G Foundation, an NGO aiming at encouraging English fluency of the local people in Lombok. This study was aimed at identifying various attributes of the L1s occur during the program. The formulated research questions in this study are: (1) How do the attributes of L1s appear in classroom interaction? (2) To what linguistic subject do the attributes of L1s appear in classroom interaction? Some categories from the branches of linguistic study were then carefully selected to frame the analysis, i.e. grammar, pronunciation, and language and culture. This study adopts tool from classroom discourse study to mark out the attributes, in which cross-linguistic becomes the layer of analysis. Thus, the researcher applied theory of conceptualization to view the cross-cultural aspects. Based on its characteristics, this study was designed to be a qualitative descriptive study, in which researcher employed observation sheets as a tool to record data during observation of two groups of learners. According to Hubermas (1994), data was then processed through three steps analysis, i.e. reduction, display, and conclusion.

Keywords: First language, Sasak language, Indonesian language, TESOL, attributes, classroom interaction.

1   INTRODUCTION

As the growing of the global interaction throughout the world, English language teaching and learning has also been growing rapidly ever since. Not only in the formal schooling system, but is also developing into the non-formal one. There are many possible explanations toward this fact, such as the emerging global economic orientation and the vision of a united nation as well as the development of tourism industry. In Southeast Asia, including Indonesia, tourism seems to be a strategic motivation for the developing countries to intensify English language teaching and learning program.

Seeing this as an urgent need, GF, a local NGO in West Nusa Tenggara Province, had carried a community-based Teaching English to Speakers of Other Language (henceforth: TESOL) program since last year in Kuta Village, Lombok Tengah District. According to the project leader, the program had managed two groups. The first group involved learners who were willing to work in the formal and non-formal sectors of tourism industry. The second group was arranged for people who worked as local vendor

in traditional market or their own stall and in a home industry group producing bamboo handicrafts. GF explained that participants were the local people from middle-down education background.

Attending the program, the writer in some occasions detected the appearances of indigenous language (henceforth: IdL) features and characteristics within classroom interaction. Thus, both features and characteristics were merged into an ultimate term, i.e. attribute.Early observations have led to an initial conclusion that the occurrences of L1s' attributes can be distinguished into four categories, i.e. grammar, semantic, pragmatics, and discourse. L1 in this study refers to two languages, i.e. Indonesian language and Sasak language, used in wide range of communication by the Sasak people in Lombok.

The term attribute in the title referred to the complex linguistics and non-linguistics attached features and characteristics of a language. In this study, the attributes are assumed as any linguistic and extra-linguistic properties of L1s considered to appear in a TESOL program. The appearances were then identified based on its application in classroom interaction, i.e. the use of translation and code-switching, and code-choice by tutor and learners. Many scholars in the school of applied linguistic suggested the use of L1 in second and foreign language learning, i.e. Poplack (1980), Guthrie, 1984; Dickson, 1992; Hagen, 2001; Cook, 2001, Turnbull 2001; Macaro, 2001. Hence, this study was developed under the hint that promotes the use of L1 in second and foreign language learning. Cook's formulation on three aspect of learning benefited both teacher and learners were then carefully examined to seek a more detail aspect facilitated by L1, or to further discover any other substances necessarily noted down. Cook states L1 has been an alternated strategy serving at least three function, i.e. to convey the meaning, to capture the grammar, and to organise the class. To see how each attribute of L1 works, this study put attention to Walsh's (2006: 51-52) formulation in the study of classroom discourse.

This study was aimed at finding evidences of how do tutors and learners in a TESOL program made use of the attributes of L1s, i.e. Sasak language (IdL) and Indonesian language (NL), in teaching and learning English involved 31 informal learners in Ku Village, a tourist destination in Lombok. The purposes of this study were formulated briefly as follows:

1. How do the attributes of L1 appear in classroom interaction?
2. To what subject matter do the L1s' attributes appear in classroom interaction?

Table 1.Details of the TESOL programparticipants

	A Group	**B Group**
StudentBackground	16 students: 1 student over thirty years old and 15 below forty years old. Most of the students are at least graduated from junior high school.	15 Indonesians: 13 students over forty years old and 2 students bellow thirty years old. Almost all of the participants did not attend junior high school.
Proficiency Level	Low-novice	Novice
Mother Tongue	Sasak	Sasak
Other language & proficiency level	Indonesian / intermediate	Indonesian / low
Learning Frequency	Once a week (1,5 hours)	Once a week (1,5 hours)
Social/Economic Status	Varied	Medium-Low
Classroom setting	Classical class	Informal class

Teaching method	Mixed	Mixed (dominantly GTM)

To collect data from both groups, a digital audiotape-recorder was employed as the backup for the observation sheets filled up by the observer in each session. Since the first group was set as formal class, which used larger space compared to the second group, the class was set to use speakers to amplify the voice of tutor and learners. This was very helpful for the recording process, since the researcher can put the audio-recorder anywhere while he could clearly listen to the classroom talks. The data from audio-recorder was then processed to data analysis in order to get the most valuable data for answering the questions given. The steps are transcription, reduction, display, and conclusion (Miles & Huberman, 1994).

2   FINDING AND DISCUSSION

This study began with the first question asking the HOWs of L1s' attributes appear in classroom. This study found three ways of L1s' attributes happened to take place, i.e. translation, code-switching, and optimal use of L1s.

2.1   The Use of Translation

Translation method, or known as GTM, is a milestone of modern language teaching enterprise, from where all current methods begin to raise. In spite of being classical, this method is still being used nowadays and is still applicable for an amount of goals and parameter. Irawan (2014:10-11) enlists seven major characteristics of GTM. Two items of Irawan's list are the dominant appearance of learner's native language in classroom interaction and the use of L1-L1 or L2-L1 translation in instruction and evaluation. Karimian and Talebinejad (2013: 605-606) argued the growing of positive awareness to the use of translation or GTM in English language teaching. They investigate a case concerning about how Iranian English learners' use of translation as a learning strategy to learn English, while also try to find out strategies involving translation the students use in the process of learning. This study reveals the appearances of wide variety of learning strategies concerning translation regarding comprehension, memory, and production ignoring tutors' discouragement.

Evidences of translation in the tutor's talk declined the virtual position of target language in foreign language learning as forwarded by many applied linguists (Krashen, 1982; Swain, 1985; Larsen-Freeman, 1985; Lightbown, 1991; Liu, 2008; Carrol, 1975; Burstall *et.al*, 1974; Wolf, 1977; McDonald, 1993; Calve, 1993; Wong-Fillmore, 1985). Furthermore, what the tutor performs in this study met a condition described by Weschler (1997) as combining the good points of both "grammar-translation" and "communicative" approaches.

In this study, data shows the use of translation in IdL appear from both tutor and learners sides. Here are the varieties of forms and aims of using translation in classroom interaction.

2.1.1   *Immediate Response to Learner's Silence*

Data (1) (see all data in appendix) shows that T (tutor) tries to make participants to grasp his utterances in English. He does not wait until too long to perform translation in his instruction. It can be concluded that he decides translation after observing the participants silent response to his utterances. It is also indicated by how the tutor moves the topic of the discussion after providing complete translation of his utterances. In classroom

discourse study, this function seems pertinent to speech modification as part of teacher's strategy in ensuring the success of his instruction (see Walsh, 2006: 12-15).

2.1.2   Confirming Tutor's Deep Structure

Translation was also useful for the tutor to provoke learners to seek attached meaning within a distinctive structure conveyed by the tutor. Saying 'I almost have two', as in (1), definitely referred to what Chomsky stated as deep structure of an utterance.

2.1.3   Reducing Possible Classroom Ineffective Talk

Furthermore, translation use in (1) is not solely used to carry the tutor's message in his English. Tutor's other agenda is to take the participants who have limited English comprehension to be accustomed to a complex English structure, meanwhile translation avoid them from suffering from losing the meaning conveyed in tutor's utterances. This is proved by his long sentence use in English within its indirect message. Based on this evidence, it can be assumed that combining TL and a language in which learners are fluent may useful to reduce ineffective talk by the tutor conveying complex structure in the target language.

2.1.4   Emphasizing and Elaborating of Word Meaning

Translation is also useful for a tutor to emphasize meaning of a highlighted word marked as important for the pupils. Data (2) shows how tutor emphasizes the meaning of word 'remote' to the audience by placing the word 'remote' itself as the subject of sentence in L1 in which he provides the equivalent meaning of the word. Thus, he elaborates his points, stated earlier in English, in another sentence in L1.

The use of L1 to introduce new vocabulary, as in (2) and (6), approves Halasa and Al-Manaseer (2012: 75), in a case when meaning of certain vocabulary cannot be transferred only by synonyms.

2.1.5   Added Meaning

When someone translates a sentence into his L1, it is possible to find that the translation conveys more meaning than it should, as in (3). The tutor clearly adds the word 'Kira-kira' in his translation in L1. The same case appears in the last sentence when the tutor confirms which beach he asked about by using directive 'there'.

In corpus (3) above, it shows how the tutor gives unequal translation in L1 to his utterances in English. Based on the context, both utterances ask questions about measurement of an object using different question words. In English, the tutor prefers the word 'How', while in L1 the tutor uses 'What'.

2.1.6   Partial Translation

In using translation strategy, the tutor in one occasion translates only have of his utterance, as in (4). The tutor first gives a complete question in English. Then, he translates the first half of it in L1, which he continues with English. At the first sense, this kind of language use can be seen as code-switching. But, considering the structure of his utterances, the tutor delivers the whole message earlier in English, therefore, it can be marked as a translation.

2.1.7   TL-L1 and L1-TL Translation

Based on the direction his translation strategy, the tutor performs both direction of translation in his utterances, i.e. TL-L1 (target language into first language) and L1-TL (first language into target language). TL-L1 translation can be seen in corpus (1), (2), (3), and (4). Meanwhile, L1-TL translation can be seen in corpus (5), as follows: In this study,

it also recorded of how the tutor provides translation of word 'BOY' both in NL and IdL, as in (6):

2.1.8   Peer Talks in L1s

Translation also appears evidently in the form of peer assistance, in which other learner(s) make use L1 to make other learner to grasp an utterance produced by the tutor, as in (6).

The tutor asks a question to one of the learners, which is responded with silence. Realizing silence to appear is indication of lack of understanding of the learner being asked, the other learners in the class automatically provide L1 translation to assist him. This notion is considered in line with Husain's (1996) and Karimian (2013), in which translation as a learning strategy can raise up learner's psychological barrier in learning caused by problem of confidence.

2.2   The Use of Code-switching

Code-switching (hereafter CS) is a term used in linguistics to denote contact between two or more languages. Bullock and Toribio (2009:4) define this term as a tool used by bilinguals in communication, which can be seen as skillful manipulation of two language systems for various communicative functions. This study has to constrain the outlook of CS merely in foreign language teaching enterprise, in which CS is seen as a feature of classroom interaction.

This study reveals the use of code-switching during T-L and L-L interactions. Halasa and Al-Manaseer (2012: 75) explain how tutor can switch L1 and TL when teaching concepts and giving compliment and reprove to learners. They claim that the new concurrent method considers L1 in second or foreign language teaching. This method links L1 and TL in order to promote language comprehension of learners.

2.2.1   The Pattern of IdL, NL, and TL

In (8), one of the participants switches the code from TL to IdL, in which he requires for further clarification towards what the tutor has said to him.

The participant's low English proficiency forces him to use his L1, in this case his IdL, to get a clarification from the tutor. Based on his IdL construction, the participant delivers his question to his peers rather to the tutor. This response is useful for the tutor to measure the participant's English proficiency. But, the tutor does not try to modify his speech or switching into L1. In this case, it can be assumed that the tutor considers his English has been very simple and should be understood shortly by the participant.

In corpus (9), line 3, it proves how the tutor speaks in NL first and followed by English. In this case, he repeats after the participant brief response to his previous question. This fact infers that not all code-switching in English language teaching begins with English, but can be started in L1.

2.2.2   Confirmation

In classroom discourse, it is noted that tutor uses confirmation of learner's talk as a strategy to elicit more language use by the learner. In (8), the tutor repeats the response given by the participant to bridge his further question.

The tutor's strategy to maintain speech between him and the participant avoid the participant of being lost of track within the conversation. The tutor then repeats his question to get a proper response from the participant. This is what Slotte-Lutge (2005) claims as maintaining floor movement between the tutor and participant.

In (10), other participants who understand their peer's difficulty to grasp the tutor's question in dyadic communication event provide help by code-switching to IdL.

Seeing the positive input from other participants, the tutor remains to speak in TL. What Halasa and Al-Manaseer (2012) conclude as introduction of new vocabulary is evident.

The use of code-switching in (8), (9), and 10 approves what Slotte-Lutge (2005) has claimed about three facilitative roles of code-switching in learning, i.e. accelerate learners to take floor in classroom interaction, to encourage learner to exhibit substantial manner within their involvement in the classroom, and to work up learner's knowledge.

2.2.3   *Code-choice: the Optimal Use of L1s*

To some circumstances, the tutor uses L1s in optimum level, in which it becomes the primary medium of his instruction. This evidence approves the distinction brought by Evans (2009) as code-choice rather than code-switch or translation. This can be seen as another alternated use of L1s in second or foreign language classroom. Although, Evans described how learners in his study come from two different languages, i.e. English and France. They interacted to each other through a computer mediated communication project. Code-choice took place in his study was between whether both languages. Meanwhile, in the current study, three languages were involve, two L1s and English as target language. The code-choice is then seen as efforts in language learning, performed by both the tutors and learners.

The optimal use of L1s can be clearly seen in (7), in which the tutor relies on the L1s to convey his intention to the participants. The tutor shows a strong reliance on L1 when he tries to convey any important concept ought to be grasped by the learners. This also approves Halasa and Almaneer (2012). Cook (2001) even has briefly adduced that L1 can be useful for the tutor in communicating meaning, elucidating grammar, and managing the class. In favor of Cook's summary, this study found that L1s were also useful for the tutor in repairing learner's pronunciation in TL (as in 13) and exposing learners to different conceptualization in different society (see Sharifian, 2007). In the following discussion, some evidences are exposed approving the view of useful L1 in second or foreign language class. If we refer to (10), we can identify the use of speech modification in the tutor's talk (see Yoedo, 2015). But in (9), we also found how the tutor using the same principle of speech modification by switching the code from TL to L1. He seemed to perform in purpose to allow learners to grasp the question and respond the given question properly.

2.3   What do L1s' Attributes Serve in Classroom

To come with adequate analysis on how L1s attributes may support second or foreign language learning, it is useful to regard Ringborn's notion of cross-linguistics. Cross-linguistic is a term now use to underline the account of L1 in a foreign language teaching. Ringborn (2007:2) limits the focus of cross-linguistic to compatible relationship between the target language (TL) and L1, stated as language proximity focusing on similarities of the two languages. However, Ringborn's restriction toward incompatibility, which is stated by Ringborn as language distance, can be further attested, in order to find more alternative in foreign language teaching enterprise. This study investigated both, language proximity and distance, of L1s and TL in classroom interaction.

2.3.1   *Comprehension on Grammatical Features*

In this study, some grammatical features appear during classroom interaction. The use of L1 attributes can promote second or foreign language learning. Cook (2001) has accentuated some benefits of L1 that should be seen as a very useful resource and tool for a tutor. One of the benefits is to give effective explanation about grammar.

The attributes of L1s assisting grammar comprehension on TL are evidently occurred. In (11), the tutor makes use of L1 to explain comparative and superlative degrees of adjective. Based on the evidence, the use of L1 is not restricted to a single case in grammar, but can be expanded to other subject matter in grammar.

The L1 also seemed useful for learning the irregular form of verb in TL, as in corpus 12. In the last line, the tutor explicitly used NL to explain the attached particle '-d' in TL to form the past form of verb 'graduate'.

In (32) line 13, L1 was used by the tutor to explain about compound words, which is usually found in TL. In his explanation, the tutor told the learners about how to shorten Subject 'I' and be 'am' becoming '"I'm'.

2.3.2 *Improving Awareness on Pronunciation*

Using L1, the tutor explains the different phonological system between L1 (NL) with TL. Considering that the IdL is not widely used in literature, it is reasonable that the tutor prefers NL to explain the different sound system of English compared with L1, as in (13).

In corpus (14), it can be seen a more obvious evidence of how L1 can facilitate learners to understand the phonetic property of TL.

In corpus (15), the tutor emphasized the different pronunciation system between TL and L1. This seemed to make the participant aware that some writing were not always read in the same way. This was evident of what was postulated by Ellis (2008) as overgeneralization or overuse in second or foreign language learning.

In (16), learner found difficult to read some words in TL as they considered reading it as how it was written, which was common in their L1. When the tutor read 'should' as 'sɒl' not 'ʃʊd', the tutor gave feedback by referring a word in NL, i.e. 'sol' (means sole of a shoe). The use of L1 here seemed useful for the tutor to guide the learner into a proper pronunciation in TL. This is what in classroom discourse study labeled as repair, correction given by a teacher to his learners making error or mistake (Walsh, 2006). However, Walsh did not put his attention on the phonological aspect. This study proved that L1s could be use to repair learners' error and mistake in pronunciation.

2.3.3 *Cross-conceptualization*

The notion of conceptualization in linguistics deals with certain unique features in particular cultural institution (Sharifian, 2007) also manifested in language of the society who live the culture. In this respect, tracing various markers of conceptualization in both mother tongue and target language are considered important in second or foreign language learning. The notion plays significant role, in order to bring language learners to total comprehension stage in their language learning. In (17), the concept of 'no married' is understood in learners' social institution as common marital status attached in national identity card (KTP). But, in English speaking community, the phrase is used to refer to mental-cultural perspective in which people dispute the institution of marriage. The different of both social institutions ought to be seen as a fundamental issue to be acquired by learners. This study found that L1 is useful to emphasis the cross-cultural issue in language learning, or what Duranti (2009) has suggested as ethnolinuistics, in second or foreign language learning.

Every language has property of showing good manners or civility in communication event. However, this property may diverse from one speech community to the others. Not only the language features take place in speaker's speech, but also substances being talked, which seems to suit the notion of *avoided-topic* in ice-breaking communication. Tutor's awareness on acceptable and unacceptable topic to begin a good communication with English native speakers led him to remind the participants about

what should be avoided or NOT-TO-TALK-ABOUT with foreigner at the first meeting. To emphasize this, the tutor prefers to give a brief explanation in L1. Data (18) proofs what learners should understand as prohibited topics, in order to avoid cultural-collision in a real communication event with foreigners, i.e. age and marital status. In his explanation, the tutor explicitly warned the participants not to address a question to foreigner about age and marital status. The tutor labeled this as cross-cultural feature attributed in language learning.

3   CONCLUSIONS AND SUGGESTIONS

This study reveals the various attributes of L1s in Sasak-Indonesia speaking community in Lombok have been useful both for tutors and learners in the TESOL program. There are three types of appearance of L1s' attributes, i.e. the use of translation, code-swtiching, and the optimal use of L1s in classroom interaction. In terms of what the attributes have served in the program, this study identified some linguistic aspects to be facilitated, i.e. grammar, pronunciation, and cross-conceptualization between L1s and the target language.

Regarding all findings in this study, it is suggested to conduct further research to seek more evidence or extent the attention to the other aspects of second or foreign language comprehension that might benefited by the appearances of L1s' attributes, also to see the immediate impact on learners.

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TEACHING EXTENSIVE READING WITH ICT

I Gusti Ngurah Parthama
ngrpart77@yahoo.com / parthama@fs.unud.ac.id

Ni Ketut Alit Ida Setianingsih.
alit_ida@yahoo.com

I Nyoman Tri Ediwan
tri_ediwan@hotmail.com

English Department, Udayana University
Pulau Nias Street no. 13, Denpasar, Bali

ABSTRACT

Learning reading as one of the skills in English should be various. It cannot depend merely on the textbook. The textbook is not only limited on certain topic, but it has also very limited ways to improve the ability of the students. This paper is aimed at describing the extensive materials used in subject of Reading in English Department, Udayana University. The extensive materials were taken from various sources in internet. It is aimed to expand and improve the students' ability in understanding certain topic in reading. They are also able to recognize various different materials and its variation in practices. These materials were designed for first semester of subject namely Reading Comprehension. The subject was taken by the 1st semester students of English Department. Besides learning reading, the students also learnt various combinations of materials and it is not merely about reading. The subject from beginning had been designed with combination between reading and writing, reading and speaking, and others. The combined materials were taken and reproduced by using the programs of internet. In this case, the programs for reading, writing, watching short movie, and producing sound of English words are provided in the internet. It was also designed in this subject with an aim that students would be familiar with ICT to support their learning process. This model of learning reading is also relevant to idea of extensive reading proposed by Harmer (2007). Harmer mentions that the extensive reading will expand the student's interest on various materials of reading and it is not limited to certain topics or genres.

Keywords: reading, extensive reading, combined materials, learning with ICT

1   INTRODUCTION

Information communication technology (ICT) nowadays has a great role in our community. People are very familiar in using various tools related to technology. They are familiar with the smart phones, tablets, and many other advanced equipments.

Meanwhile, the producers of the tools are in competition to improve their product. It is no wonder that every certain range of time they launched some improved tools for people.

Actually, those inventions bring benefits for people. In general, communication seems to have the easiest way for people to connect each other. Many features of tool have been developed to connect people even around the world. Various models can be easily known by the users of the tools starting from features for messages, video calls, image captures, and others. People are really helpful in saving time and energy to have communication with their partner in Indonesia or other countries.

Other thing that can be used from the development of ICT is teaching English. Many advanced features of tools can be used in teaching English. Various models of teaching and learning English can be found in internet. Lectures and students are not depending merely again to textbooks. Various models of teaching should be applied with the support of ICT. Internet provides a lot of supplementary of materials in teaching English. Certainly, it is interesting for students since they are also familiar in using the tools like smart phone, tabs, and laptops. The variations in materials and models of teaching are the first consideration during the decision of using ICT in teaching English.

In English Department Udayana University, the subject of extensive reading applied the supplementary of ICT in teaching process. There was a textbook; however, the most interesting is using materials of ICT. Students work in team to complete their project for one semester. They also share more time to do the assignments since they are connected with materials in internet. It helps them to do the assignments everywhere. The use of ICT in extensive reading is at the same time to reduce the use of paper-based assignment. All assignments are stored in a folder and students have access to read their friends' works. It is easier for them to read other students' works and compare their works.

Harmer (2007: 99) states that there are two ways of teaching reading. They are intensive and extensive reading. The intensive reading allows students or learners to have specific or detail information. This model of reading is usually applied in the classroom and for the studying of certain subjects. Meanwhile the extensive reading is different. This will allow students or learners to have more variation in their reading materials. They can read authentic text from various sources such as newspaper, journal, tabloids, articles, books, novels, short stories, magazines, and web pages. This is actually applied outside of classroom and for most people considered it as the joyful reading.

The extensive reading is applied in reading comprehension subject in English Department, Udayana University. It is important for students to have various accesses for reading materials. They will not depend on the textbook with very limited model of exercises. This is, of course, limiting the process of learning. In the era of globalization, it is important for students to access more information about their subject. Students who are familiar with modern and well-equipped gadgets are encouraged to learn more about English. Isisag (2012) mentions that the use of integration ICT has positive impacts to students. They can learn a lot about Western culture and people who use it. They can learn English from the perspective or native and non-native around the world. They, at least, can share their process of learning English by using ICT to others in the world. Students can write or speak something and share it worldwide, so it will enhance their capabilities in learning English. At the same time, they will actively participate and have enthusiastic in process of learning. This positive impacts guide the students or learners to gain success in learning foreign language and optimizing the use of modern tools.

Isisag (2012) further says that there are some beneficial points in learning foreign language with integrating ICT. The points are capacity to control presentation, novelty and creativity, feedback, and adaptability. In capacity to control presentation, using ICT

gives more variation in presentation than books. There will be more variation in visual or pictures and it will attract the attention of students or learners. The novelty and creativity lead the learners to use different models of materials. It is not merely homogeneous model like in a book. The feedback can be shared directly. Students or learners can notice their mistakes and have correction immediately during the process of learning. The adaptability gives an opportunity to teachers or instructors to suit with students or learners' necessity. Every student or learner has different need in learning foreign language. The use of ICT helps to solve this problem.

2   METHOD

This research was based on class teaching research. The data for this paper was taken from the work of students in the subject of Reading Comprehension during the 1st semester of 2014/2015. The reading comprehension is one of the subjects for the first year students and it focuses on the skill of reading. The materials for the subject was compiled in the textbook, however, to give more experiences and expand the skill of students, there was an expansion of materials used in reading comprehension.

The data collection was collected from example of various methods in teaching of reading comprehension. It was not merely based on the textbook, but it was more emphasis to combination of others skills in English. In this semester, it was provided the combination between reading comprehension and writing, reading comprehension and speaking, and reading comprehension and listening. The data was collected from students' works on several projects that were submitted in the *google drive* and *nicenet*.

The data was qualitatively described based on the results of students' works. Description was made based on the materials given to the students. It was also to describe the process of the extensive reading, especially the materials and application of teaching to the students. The materials were designed for teaching of reading with some additional learning processes. It was important for students to have variation in learning process since it guided them to be more creative and more motivated.

3   FINDINGS AND DISCUSSION

The application of ICT in reading especially in extensive materials involved many programs in internet. It is interesting to apply it since all the programs that we are required for the teaching and learning process is available in internet. It is easy for the lectures to prepare it and it is easy for students to access it. For the reading materials, this subject applies some sources of internet namely reading and exercises taken from *legacy.lclark.edu*, watching video from *youtube*, and learning phonetics from *photransedit*. Those combined materials were already designed for 14 meeting in one semester. The materials also designed combined final project for the students to apply all models of extensive reading in this reading comprehension.

Each of the programs has specific role in expanding the understanding of students concerning to reading. The reading materials and its exercises from *legacy.lclark.edu* consist of many variations of reading materials and its exercises. In this semester, we agree to choose the reading materials for the level of 100 and up. It is similar to the intermediate level if we try to compare with English courses. There are many reading materials provided there from the 100 and up, the 200 and up, and for the level of advance.

The topics are also various. The topics and level of the reading materials encourage students to know the materials in a short time. After that, they can practice

their understanding of the text through the exercises. Each of reading materials has been designed to have the model of exercises like *jumbled sentences, gap-fill exercises,* and *matching exercises*. The *jumbled exercises* focuses in arranging the sentences into the correct one. There is a random sentence, then it should be arranged into the correct order. Meanwhile, the *gap-fill exercises* gives an opportunity for the students to remember the reading text. They have to fill some blank spaces in one or two paragraphs and they should write the correct words or phrases. In this case, the students should know the text appropriately. The last one is *matching exercises* which consist of matching the statement and the answer. The *matching exercises* gives the students to know more on the specific statement in the reading materials.

Those three models of exercises are designed regularly for the students' practice. During the semester, we took three reading materials entitled *Hallowen, The hours that count in my life,* and *Stuck in the desert*. For those three reading materials, students always did the exercises like *jumbled sentences, gap-fill exercises*, and *matching exercises*. In short, it seems to easy for the students to do that. The students should do all exercises in group of three or four students. In general, this activity guides the students to work in team and collaborate to solve the problems. They at least have time to discuss with other to share ideas and opinion based on the reading materials and its exercises.

Second activity with ICT is classifying the words of English. In this activity, students within their group must decide the class of the English words. Before they decided the class of English word, they have to take the reading materials from the *legacy.lclark.edu*. The reading materials were then parsing into sentences. After that, students and its groups must decide the class of the words in every sentence. This activity is important as the basic understanding about the class words. As the students of English department, they must be familiar with the classification of English words.

After completing this activity, each group presented their work. They can share their idea about the class of English words. Correction and suggestion were two things that were expected in this activity. Classifying the English word was the routine activity after reading and exercising taken from *legacy.lclark.edu*. Besides discussing in the class, the discussion also performed in the *nicenet*. This is the media for students to share their idea during the process of learning reading comprehension. Using *nicenet* gives advantages for students to share their opinion based on certain tasks or assignments and they can also give suggestion to other students in improving the assignment.

Reading materials with exercises and parsing text into the class words are the main tasks and assignment in this reading comprehension. Besides those two, there are also two additional activities for reading comprehension. Those are watching video in *youtube* and sharing pronunciation with the tool of *photransedit*. For the first activity, students were required to watch a parade in *youtube* and they had to write review on it. The review was then published in *nicenet* and other students could share their opinion or correction. In the second activity, students were forced to read aloud some sentences taken from the reading materials in *legacy.lclark.edu*. They had to record it and share in the *google drive*. Other students would hear it and shared their comment. The comments were interesting since they could correct other students' pronunciation. This activity at least encourages students to correct others in pronouncing English word.

For the final project, students with their group must arrange an excursion. In this semester, the excursion was arranged to visit some well-known universities in internet. This is actually a combined project since it includes the ability of students to read, to select, to choose materials, and to explain it. Students had to read the materials in relation to a university that they were chosen. They had to select the important information about the university and it would be valuable to share with others. At the same time, they had

also to choose and arrange materials for presentation and it would be the basic materials for video project. The students in group must select the visual and its explanation in verbal. The verbal materials would be read by each student in a group and they could add some important information directly without writing it in the slides.

This final project is important for the students. They had to work together in a group. They had to share their ability in using technology in ICT. The most important work of course was the combining the slide of pictures and the spoken narration. It takes the most energy and ability to suit it. After they combined the picture and narration, they had to change it into the format of video. It also needs time to do it. However, since every program is already provided in internet, students are only search and read the instruction in using the application. At the end of the project, all groups of students were presenting their video of excursion in the class. Others could enjoy the model of presentation and performance of their friends in internet excursion.

During the model of extensive reading taken from various web materials, there is a significant improvement made by the students. They can share idea about the assignment. They can give correction to others' works. They comment the tasks and share opinion or argumentation. They all did it in the *nicenet* forum where some of the individual and groups' assignments were submitted. In the internet forum of *nicenet*, students can express their opinion, idea, argumentation, or even critics. At the same time, other students can also defend on their work. This gives a positive impact to students since they have to appreciate others' comments or critics. In the beginning, it was announced that the forum is for academic way and there was no personal comment or critic in it. Through this forum, students should appreciate and honor their friends' opinion or critic.

4   CONCLUSION

There are two important points that are applied in reading comprehension subject, learning English and learning technology. Technology especially in internet helps the process of learning English. The technology of ICT in learning English gives students or learners to explore their ability. It is not merely the ability to acquire the language, but also their ability in using technology. Programs are available in the internet and it helps students to learn English easier. Students are able to use combination of materials. There is no limitation of materials like in the textbook. Variation in materials especially reading will encourage students to learn more. They have opportunity to learn in individual and discuss it in pair or group. They are not focusing in learning reading, but they at the same time can learn writing, speaking, and listening. Those skills are actually not separating each other. Every skill needs to support other skills in English. In this extensive reading for reading comprehension, the combination of reading and writing is the most significant use in the process of learning. Students are required to read a text and write exercises, summary, comment, and opinion.

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ENGLISH LANGUAGE NEEDS OFCOMPUTER AND NETWORKING TECHNOLOGY STUDENTS:VOICES AT ONEVOCATIONAL HIGH SCHOOL

PebrinaPirmani
pebrinapirmani@gmail.com

AretaPuspa
puspareta@yahoo.com

State University of Malang

ABSTRACT

The purpose of thisstudy was to examine the English language needs for students of Computer and Networking Technology at one vocational high school in Jember, East Java,through demographic background profiles and semi-structured in-depth interviews. The interview data were analyzed by using the constant comparative method while the demographic background profiles were analyzed descriptively. Four salient categories that emerged from the interview data were (1) the need for reading skill with the emphasis on the vocabularies related to thecomputer and networking, (2) the need for speaking skill to improve their communication skill related to computer and networking, (3) the importance of writing and listening skill to enrich their knowledge of English, and (4) the need for a variety of teaching methods. The findings of this study provide important evidence for ESP teachers and vocational schools in Jemberin particular and Indonesiain general in order to understand how teaching English for vocational high school students should be implemented at a classroom level. Suggestions for future research are also discussed.

Keywords: Need Analysis, Computer and Networking engineering.

1   INTRODUCTION

The importance of English is admitted by all people in all realms including students. Students who study at senior high schools have different English language needs compared to those who learn at vocational high schools. In order to fullfill students' necessity, a need analysis process should be done. According to Hutchinson and Water (1991), needs analysis is the roadway for researchers or teachers to figure out learners' true needs dealing with the awareness of a target situation. In addition, according to Robinson (1991), needs analysis is an investigation of students' lacks through determining the target situation and presentsituation. Moreover, Basturkmen (2010) stated that needs analysis is a process of identification to find particular language and skill needed by the students employing before, ongoing, and end of course especially in ESP (English for Specific Purposes) course. Therefore, hearing students' voice towards the English language that they need is the activity of need analysis which is a very crucial step before starting an ESP course as the input in designing ESP course.

Regarding to the importance of needs analysis for ESP course, this study was aimed to investigate English language needs by the students of Computer and Networking

Technology (CNT) at one of the state vocational high schools in Jember. Based on the preliminary data, a group of CNT students stated that they need to learn English to comprehend the instructions in CNT like the errors shown in the monitor. It means that the students need to learn English to help them study their program.It is supported by the study done by Rahman (2012). He revealed that undergraduate students of computer science in Petra University needed the English especially reading skill for helping them understanding any materials written in English like articles, magazines, and memos. At the same year, Seetha (2012) conducted research for Engineers' profession and found thatEnglish communication skill is needed to communicate with their colleagues and friends in the workfield.Marhasni, et al (2013) who investigated computer and networking students of state university of Padang, revealed that the students needed the English materials related to programmer, future technology, choosing new technology, and some other important areas. On the other hand, some CNT students stated that they rarely got English related to CNT program. Regarding to this situation, understanding of the students' voices towards the English language that they need would be very beneficial for students themselves, teachers and the school.

Computer and Networking Technology is one of new programs in this school. This program is aimed to teach the students all about computer, for example how the networking technology works. This is supported by Bonaventure (2011) who said that computer and networking is the study about several hosts that give-and-take message between themselves. So the students here study all about the software and hardware of computer, how to modify and manipulate them, how to design a web and many others which are related computer and networking technology. On the other hand, based on the result of interview with a staff in charge of human relationship (Mr. S), the vision and mission of the 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, knowing the students' voice towards the English language that they need for helping them in their program will be very beneficial in order to reach the vision and mision of the school.

Beside searching the language that CNT students need, this study was also aimed to find students' expectation towards the teaching strategy. Some CNT students reported that they were not interested in learning English because their teacher taught them monotonously. With regard to this situation, knowing the students' expectation toward their teacher's strategy is also important to be investigated.The way the teacher teaches the students will influence the students' achievement. When the English language that the CNT students need was found but it was not transfered well to the students, then it would be useless.So it is very important to know how they expect the teacher should teach them in order to be successful in learning English. It is supported by Reece and Walker (1997) who stated that the choice of teaching strategy has an effect upon the motivation and interest of the students. In addition, Griffin (2007) also stated that the way the teacher teaches the students influences the achievement of the students.

Accordingly, this studyaimed to examine the voices about the Englishlanguage needs of the Computer and Networking Technologystudents who were learning at one vocational high school in JemberRegency in the East Java Province.

2 METHOD

In this study, a qualitative design with a case study approach was used to investigate the English language needs by CNT students. Qualitative design is used when little is known about the topic or phenomenon and when one wants to discover and learn more about it

(Creswell, 2007). The study was done at one of the state vocational high schools in Jember Regency, East Java. The data were collected from individuals who have experienced the phenomenon and one of the classes of the third grade computer and networking technology was chosen. We informed 30 students participating in this study about the aim of the study and asked them to fill a form that was used to elecit their profiles. From the result of the profiles,using purposive sampling, 10 of the students were chosen in order to be interviewed and the invitation letter was sent to them through their email accounts. Semi structured interview was conducted based on students' available time.

DATA ANALYSIS

In analyzing the data, constant comperative method was used in this study. Specifically, first, all the profiles were analyzed descriptively and the interview results were transcribed. We listened to the audiotape repeatedly in order to get the right transcription. Next, the significant statements were searched (a few words or phrase, a sentence or a few sentences) that had particular relevance to research questions. Interpreting and describing the meaning of the significant statements were the next steps done in this research by making a list of meaning. Next, we looked through the data and kept comparing each results of the transcription . As a result, themes were found in the data. In other words, all kinds of things mentioned by participants were important to them. Fifth, we used member checking as a validity check whenever possible in this process. Finally, we had a discussion of findings and came to conclusions and suggestions.

3 FINDINGS AND DISCUSSION

3.1 Findings

This study was to investigate Englishlanguage needs by the students of Computer and NetworkingTechnology. Specifically, it was aimed to find the English language skills which they need and their expectation on how the English would be taught in the classroom. Based on the research questions in this study and also the findings from the interview result, there were four themes found related to the research questions.

Themes
The need for reading skill with the emphasis on the vocabularies related to the computer and networking
The need for speaking skill to improve their communication skill related to computer and networking
The importance of writing and listening skills to enrich their knowledge of English
The need for a variety of teaching methods.

3.1.1 *The Need for Reading Skill with the Emphasis on the Vocabularies related to the Computer and Networking*

There are four English skills which are needed, namely speaking, listening, reading and writing. Based on the interviews' result, From ten students who were involved as the participants in this study, five of them stated that they need to master English reading skill with the emphasis on the vocabulary items related to the computer and networking. They were P1, P2, P7, P9 and P10. They said,

> *In my opinion, I need reading because I am still lackof reading . Because the instructions in computer are not only "on" and "off" ... Yes, the*

instructions in computer use English for example to install the computer, so the important things are reading and vocabulary which can help me in understanding the common instructions shown on the monitor. (P1)

I think reading, Mom. I think listening is not really related to computer and networking engineering because we also listen, but from reading, we always read and translate the vocabulary items of reading. We also learn many new vocabulary items from reading, but those vocabulary items that we learnt did not help us in understanding the notifications of errors shown in the computer ....yeah....you know.. we need the appropriate reading that will help me while studying in this major. (P2)

I mean reading Mom. It helps us when hardware or software is broken. The notification is in English so that reading can helps us to understand ... Reading and vocabulary related to computer and networking engineering. (P7)

Questions and texts written in English often appeared on computer's monitor mom, then, English teacher is better to teach us to understand those things, then we can easily fix the errors without guessing the action for many times to fix the errors. (P9)

Reading Mom. If there is something broken, the notification is in English such as "not available". So, vocabulary and reading are important. (P10)

From those statements, it can be seen how reading skill with the emphasis on the vocabulary items related to the computer and networking is very much needed by the students in order to understand intructions written in English when the errors appeared.

3.1.2 The Need for Speaking Skills to Improve Their Communication Skill related to Computer and Networking

English speaking skill is also needed by CNT students. Three of participants stated that they need the English speaking skill to improve their communication skill related to the computer and networking. This is the third theme that emerged in this study. They were P6, P8 and P10. They said,

Speaking and ... Because speaking will be used in the future life. Mastering the skill of English speaking will help me to find the job easier later in my future. Perhaps, I can work overseas like in America, Australia. It is also important when I want to report the errors to the teacher, I need to pronounce well in order to make the teacher understand what actually I am asking to him. (P6)

Speaking.It'll be used to communicate. If I'll be technician, I'll be used English to communicate. Perhaps, my boss or my friend is English native speaker. (P8)

Beside reading, in my view, speaking is also important. The speaking which is related to computer and networking engineering is needed to be studied by us, because, if the errors come then we should report errors to teacher using English . (P10)

From those statements, it can be seen that the students need the English speaking skill because they need to report the errors that appeared in monitor to their teacher using English and use English when they want to communicate with English native speakers.

3.1.3 The Importance of Writing and Listening skill to Enrich Their Knowledge of English

English Writing and listening skills are also needed by the students of computer and networking technology. Three students (P3, P4 and P5) said,

> *I think writing is important. Because, we can know vocabulary related to computer and it's benefit when we'll be in workplace. (P3)*
> *Listening Mom. We can know what the meaning is.(P4)*
> *Listening. Through listening, we can differentiate how to pronounce the words.(P5)*

3.1.4 The Need for a Variety of Teaching Methods

Teaching strategy is considered important in the teaching and learning process. Sometimes, the teachers think that the strategy that has been applied to the classroom is the best strategy but it does not always match to the reality. As a result, knowing students' expectation towards how the English to be taught to the classroom is very crucial. From 10 participants, all of them agreed that the teacher needs to have a variety of teaching method which is the last theme of this study. They mentioned that they felt bored since the teacher teaches in the same way all the time and it the way in teaching seems to be monotonous. P3, P7, P8 and P9 said,

> *The teaching strategy seems never changing al the time, and the teacher used the projector all the time then we felt bored. We want to variate her teaching strategy in teaching English to us.(P3)*
> *Don't be too monotonous, varied strategies are needed, dont't just have one strategy all the time (P7)*
> *Yes, the teacher usually teaches us using projector without assigning us anything, we have no assignment or etc.Yes, we wish the teacher can fix the strategies based on what we want not based on what the teacher wants, she needs to vary her strategy in teaching us. (P8)*
> *... the strategy in teaching is not really interesting because she just uses the projector all the time. It's boring. She needs to think different way in teaching in every meeting, then I will feel interested in studying the English. (P9)*

The rest of the participants who were P1, P2, P4, P5, P6, and P10 mentioned specifically how their teacher should teach them. They mentioned some possible strategies that the teacher can do in the classroom such as studying outdoor, giving some games, giving some jokes and watching movies. They said,

> *Hmm the important thing that the class is interesting because sometimes we felt so bored in the classroom. Don't just let us looking at the projector all the time. Maybe , it is better for having a study outside of the classroom for sometimes or whatever it would be, as long as it will be interesting.(P1)*
> *hmm perhaps the teacher can give us some games in order not to feel bored. Even though, I felt comfortable for sometimes learning English, so it is whatever as long as later we will not feel bored during the process of learning English or perhaps there will be some games. (P2)*
> *Even though the teacher teaches the students based on the materials given, but sometimes most of us still do not understand about the*

materials explained by the teacher. Teacher should provide a game for us in order not to feel bored during learning English. (P4)

Some jokes for sometimes are needed in the classroom. But the jokes must be related to the materials or the English not the unrelated jokes. (P5)

watching movie once or twice for a semester is also good idea to refresh our mind. Giving a joke is also interesting. Sometimes the teacher is too focus on the materials without having any jokes or games.(P6)

Yup, whatever the strategies will be , the important thing is that they must be interesting then we will not feel bored. We also need refreshing for sometimes, perhaps by watching movie or etc (P10)

3.2   Discussion

Students of Computer and Networking Technology admitted that they needed reading skill with the emphasis on the vocabulary items related to the computer and networking. This result is consistent with Rahman (2012) who found that the undergraduate students of computer science needed the skill of reading. In Rahman's study (2012), the focus was on the skill of reading where the researcher tried to find what they needed more in reading for helping the undergraduate students in understanding the materials of computer science written in English. Meanwhile, in this study, we did not focus on the specific English skill but on possible English skills needed. However, both studies agreed that the students needed the English reading skill for the academic purposes. In addition,although both studies had different instruments of data collection, the current study reveals that the students needed vocabulary items related to computer and networking and this was consistent to Rahman's study that stated that the undergraduate students of computer science needed the technical vocabulary items.

There were some reasons why students needed the reading with the emphasis on the vocabulary related to computer and networking. The resaons were to understand the instructions shown in the computer when the errors come, instructions to install the computer, and all the notifications that emerged in the monitor. This result is consistent with Marshani, et al. (2013) who found that the students need English related to repairing computer demages. Specifically, Marshani et al. also mentioned that the students of computer and network needed English related to operating computers, writing letter, pictures and charts related to computer, basic English for computer and IT, administration and marketing. In addition, both studies agreed that the students need English skills because the students faced difficulties in understanding sentences written in English that are shown in the computer. While Marshani etal.'s study did not mention specific skill that the students needed , this study mentioned reading skill as the skill mostly needed by the students.

Beside the skill of reading, students in the current study mentioned that they also needed the speaking skill to communicate to their teacher for reporting the errors of the computer and to their friends at work in the future. This result is consistent with Seetha (2012) who conducted the research for engineers' profession. Particularly, the participants in his study mentioned that they needed the communication skill that will be very useful when they were in a teamwork comunicating one another. The communication skill especially English communication skill is needed ver much as the requirement to get a job as the engineering. On the other hand, the participants in the current study also mentioned that they also needed writing and listening, skills to enrich their knowledge of English which was consitent with what Marshani et al. found in that

the undergraduate students needed all the English skills as the English materials studied by the computer and network engineering students.

The last theme found in the current study was the need for vared teaching methods. The students reported that they wanted the teacher to vary the teaching strategies in order to create an interesting and fun atmosphere of teaching and learning. This result is consistent with Tate (1996) who conducted the research involving undergraduate students of nursing program in Tennnesee, USA. The existence of varied teaching strategies was needed in Tate's study in order to promote students' critical thinking. It was supported by the study done by Friedman et al. (2010) who identified nine teaching strategies for patient education such as traditional lectures, discussions, simulated games, computer technology, written materials, audiovisual sources, verbal recall, demonstration and role playing in order to increase the students' knowledge, decrease their anxiety, and fulfill their satisfaction.

4   CONCLUSIONS

Most of the students of CNT program needed reading skill with the emphasis on the vocabularies related to the computer and networking. Beside that, some of them also stated that they need the speaking skill to communicate to their teacher in order to report the errors and to their friends at the workfield in the future.In addition, they also admitted that they need the skill of writing and listening to enrich their knowledge of English. In teaching all the skills of English, they hoped that the teacher could vary the teaching strategies in order to create the interesting and fun atmosphere in learning English. Accordingly, English teachers of the computer and networking technology students need to teach English based on the students' need since it is an ESP program. The result of the study can be used by the teacher to develop an English syllabus for the students. Need analysis in this study was done based on the students' voice only; therefore, future researchers could add other data such as document analysis, Computer and Networking Technology teachers' voices and others in doing the further research related to need analysis of English needed by the CNT students.

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THE ROLE OF NEEDS ANALYSIS IN EFL CLASS

Fahriany
fahriany@ymail.com

UIN Syarif Hidayatullah Jakarta

ABSTRACT

Needs Analysis play a major role in determining the content of courses, particularly for language items and skills. As well as using needs analysis to set language goals, it is useful to decide the basis for the ideas content of the course. Even Needs Analysis have been conducted informally for years by all teachers which wish to assess what language that the student need to learn. It is true, various activity which usually refereed as approach is different expression of students desire to look for what the student needs to learn. There are many such issues to consider when designing a course. These include that learners' present knowledge and knowledge gaps, the resources available (including time), the skill of the teachers, the course designer's strengths and limitations, and principles of teaching and learning. If such factors are not considered, the course may be unsuited to the situation and learners and may be ineffective and inefficient in encouraging learning. This article will briefly discuss of the objective of Needs Analysis, the types and model of Needs Analysis, the users of Needs Analysis and the procedure for conducting Needs Analysis in EFL Class.

Keywords : Needs Analysis, Teacher, Student, EFL Class

1 INTRODUCTION

Historically, Needs Analysis introduced into instruction of language through movement of ESP between 1960 till 1970. Although, this matter of Needs Analysis do not suggested only for ESP, but also for the student of foreign language in general. Even, Needs Analysis have been conducted informally for years by all teachers which wish to assess what language that the students need to learn. It is true, various activity which usually referred as "approach" is different expression of students' desire to look for what the student need to learn.

According to McKillip (1997), "Needs are value judgments: that a target group has problems that can be solved." So, Needs Analysis is the process of identifying and evaluating needs in a community or other defined population of people. The identification of needs is a process of describing "problems" of a target population and possible solutions to these problems. A need has been described as: A gap between "what is" and "what should be." (Witkin et al., 1995), "A gap between real and ideal that is both acknowledged by community values and potentially amenable to change." (Reviere, 1996, p. 5), May be different from such related concepts as wants ("something people are willing to pay for") or demands ("something people are willing to march for"). (McKillip, 1997)

Needs analysis, involving the identification and evaluation of needs, is a tool for decision making in the human services and education. Decisions can be varied, including such as resource allocation, grant funding, and planning. In other words, Needs Analysis

is a process of evaluating the problems and solutions identified for a target population. In this process, it emphasizes the importance and relevance of the problems and solutions.

Needs Analysis focuses on the future, or what should be done, rather than on what was done as is the focus of most program evaluations. Some people use the related term "needs assessment"

2   THE OBJECTIVEAND PURPOSE OF NEEDS ANALYSIS

The term 'need' is not straight forward as it might appear, and hence the term is sometimes use to refer to wants desire, demands, expectation, motivation, lacks, constrains, and requirements (Brindley 1994, 28). Need are often describe in term of a linguistic deficiency, that is, describing the different between what a learner can presently do in a language and what he or she should be able to do. This suggest that need objective reality and are simply they are waiting to be identified and analyzed. Porccher (1997, in Brinley, 1994, 29). Often do different perspective: need is not a thing that exist and make the encountered ready-made on the street. It is a thing that constructed center conceptual network and the product of a number of epistemological choices (which are not innocent themselves, of course)." Need often describe in term of language needs, that is, as a language needed to survive in an English dominant society.

Here are the purpose of Needs Analysis:

(a)   To find out what language skills a learner needs
(b)   To help determine if an existing course adequately addresses the needs of potential students
(c)   To determine which students are most in need of training in particular language skills
(d)   To identify a change of direction that people in a reference group feel is important
(e)   To identify a gap between what students are able to do and what they need to be able to do
(f)   To collect information about a particular problem learners are experiencing

'Needs' also includes students' rights, 'It's school's responsibility to take into account the cultural, political, and personal characteristics of students …. in order to plan activities and objectives that are realistic and purposeful.' (Linse, 2003). Needs also includes perceived and present needs, potential and unrecognized needs. Needs analysis may take place : Prior to, During, and After a language program.

3   THE TYPES OF NEEDS ANALYSIS

Here are the types of Needs Analysis:

(a)   Target Situation Analysis. A study of the situations in which the language is used. This provides a guide as to what language to teach.
(b)   Present situation analysis. What are the students like at the beginning of the course? What is their learning background? For those in institutions this may be known, and very similar. For other classes the background may vary widely.

(c)   Lacks analysis (deficiency analysis). This means what it says. Students are evaluated to see what language they lack. Commonly, a diagnostic test is used in the analysis.

(d)   Learning needs analysis (strategy analysis) in terms of language, learning skills such as autonomy etc.

(e)   Constraints analysis (means analysis). The limitations in the actual teaching context are identified.

(f)   Pedagogic needs analysis. A term which groups together that is Lacks analysis, Learning needs analysis, and Constraints analysis (3, 4, and 5 above).

(g)   Wants analysis (subjective needs analysis). The teacher finds out what the learners think they want to learn.

There are many different types of 'Needs Analysis'. For simplicity, the main types have been defined above. They do seem to overlap somewhat and sometimes the needs may be contradictory. It is part of the skill of the teacher to balance the various needs. In the final analysis it may well be the employer who is the most important influence. There is an old English proverb: "He who pays the piper calls the tune" from the story of the pied piper of Hamelin who attracted away the rats from the town by playing his pipe, then when the town refused to pay him, played his pipe again and the children followed him.

4   MODELSOF NEED ANALYSIS

McKillip (1997) provides three models of Needs Analysis:

4.1   Discrepancy Model

(a)   This model is the most straightforward and widely used, especially in education.

(b)   This model emphasizes normative expectations and involves the three phases:

Goal setting : identifying what ought to be, *Performance measurement* : determining what is, and *Discrepancy identification*: ordering differences between what ought to be and what is

4.2   Marketing Model

(a)   This model defines Needs Analysis as a feedback process used by organizations to learn about and to adapt to the needs of their client populations.

(b)   A marketing strategy of needs analysis has three components: *Selection of the target population*, those actually or potentially eligible for the service and able to make the necessary exchanges, *Choice of competitive position*, distinguishing the agency's services from those offered by other agencies and providers, *Development of an effective marketing mix*, selecting a range and quality of services that will maximize utilization by the target population

4.3   Decision-Making Model

(a) This model is an adaptation of multi-attribute utility analysis (MAUA) to problems of modeling and synthesis in applied research.

(b) The decision-making model has three stages: *Problem modeling*: In this stage, need identification takes place. The decision problem is conceptualized by options and decision attributes, *Quantification*: In this stage, measurements contained in the need identification are transformed to reflect the decision makers' values and interests. *Synthesis*: In this stage, an index that orders options on need will be provided. This index also gives information on the relative standing of these needs.

5   THE USERSOF NEEDS ANALYSIS

The Needs Analysis can do for several of different users. For example, when do Needs Analysis to help revise secondary English curriculum in the country, the last user includes:Curriculum official at service education that possible want to use that information to evaluate syllabus, curriculum, and the material, The teacher who will teach from the new curriculum, The student who will be taught from curriculum, The writer who is preparing the new learning book, Testing personnel, who are involved in developing end-of-school assessments, Staff of tertiary institutions, who are interested in knowing what the expected level will be of the students existing the schools and what problem they face.

6   NEEDSANALYSISINCURRICULUM   DEVELOPMENT   AND REVIEW

English language programs worldwide have become increasingly aware of the need for curriculumreview due to both demographic and situational changes taking place. As student populations, societal views, and institutional factors are constantly changing, English language programs need to adapt their curriculum. Therefore, a process of reviewing an English language program needs to be implemented routinely to make the changes necessary to facilitate the desired outcome of the program. Needs analysis, also commonly called needs assessment,is now often viewed as an integral part of second language curriculum development and review. Determining the needs of a particular institution's students is seen as a direct way to inform the curriculum developers of the possible goals and objectives necessary to create the curriculum. In the field of English as a Second Language (ESL), the growing interest in the needs of the students has primarily focused on what types of linguistic output the students will need, often referred to as an ends-means approach to curriculum design. Following the Munby Model of curriculum design (Munby, 2008), this focuses on thespecific speech acts necessary in a given situation the learner will encounter. The inclusion of needs analysis in second language curriculum development began in earnest in the 1960's as language programs started emphasizing English for Specific Purposes (ESP) instruction (Richards, 2001). The type of needs analysis for ESP focuses on gathering detailed language used for vocational or other specific language needs. One such specialized language focus is that necessary for academic purposes, the language needed toperform English-medium coursework at the university level in an English speaking country, such as the United States or England. The language needs for academic or vocational purposes are often collected from professionals in the field in which the learners will be entering. Besides obtaining the specific language needed in particular situations by asking professionals in the field, it has also become useful to determine the overall needs as perceived by the learners

themselves. The term needs here takes on a larger meaning than often considered. In his article of curriculum development, Brindley (2004) provides a wider definition of the term needsas it is used in needs analysis for educational purposes. In this context it is sometimes used to refer to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements. The importance of this wider concept of needs is highlighted by the possible conflict that can arise when the curriculum and the students' beliefs and assumptions are not the same. As Nunan (2009, 176) has noted, "...the effectiveness of a language program will be dictated as much by the attitudes and expectations of the learners as by the specificationsof the official curriculum." The inclusion of needs analysis can be seen in various curriculum development models that have been developed over the past 20 years, such as the one by Brown (2005). Note that the needs analysis is the first element of Brown's curriculum approach and that through evaluation of the program, the needs analysis is part of a systemthat returns to the needs analysis again.

7   THE USE OF NEEDS ANALYSIS

As mentioned, teaching English as a foreign language, one of the major difficulties encountered is how to manage the various discrepant proficiency levels of students within one class and meanwhile, remaining teaching within the scope of the assigned textbooks. In addition to issues related to language proficiency and learning objectives, how to maintain learners' motivation in the learning process is also our concern when planning teaching. Searching for solutions to these wonders, we realize the answer to the neutral balance among national curriculum, proficiency level and motivation of learners may very likely lie in the learners themselves. Therefore, we resort to needs analysis as a way to elicit the individual opinions about English learning from students in order to make adjustment to the teaching as well as learning pattern we currently have. As Stern (2002) suggests, needs analysis of language enables the language course to meet 'the needs of groups of students working in various countries at different levels of proficiency and with a variety of objectives in mind' (p.43), and this is the reason we would like to introduce needs analysis to my students and also what we expect to bring in to the course design.

To outline suitable procedures of implementing needs analysis in the teaching context, here, weak reference to Tarone and Yule (2009), Linse (2003,cited in Richards 2001), Richards (2001) ,Nunan and Lamb (2001) as well as the teaching experience to specify how needs analysis might work to provide information to the course design process.

The starting point of needs analysis is to decide the purpose of the analysis (e.g. to compile the profile of language groups in class; to find out the students' language use in daily life; to discover students' interests in topics). Then the consequential important step is to identify the potential needs from students. Adopted from Brindley's (2004, cited in Nunan 2008) viewpoint of 'subjective needs' and 'objective needs' to categorize learners' needs, which defines 'subjective needs' as 'wants, desires, expectations or other psychological manifestation' of learners while 'objective needs' as 'those can be diagnosed by teachers on the basis of the analysis of personal data about the learners along with information about their language proficiency and patterns of language use' (p.44). After these two sources of needs are identified, the instruments used to elicit learners' opinions of their needs can be chosen.Once the data is collected, the teacher needs to interpret the data based on considerations of elicited information, the national curriculum, and the teaching objectives on the core textbooks…etc. Then the more neutral teaching objectives, which reflect the needs of learners and the needs of language

knowledge or skills that are crucial for their learning, can be reached. What goes on next is the adjustments made to teaching materials (especially when designing the whole-term syllabus) and the arrangement and analysis of specific tasks. By using the general analysis model from Tarone and Yule (2009), teachers can be oriented in designing the specific knowledge, skills or function of target language features; meanwhile they can examine whether the task reflects the needs from learners as well. If it does, then the teachers can move on to the instruction phase. The last step in the analysis is the assessment phase, which would not only give feedback to both learners and teachers but may also become the new starting point of another needs analysis potentially.

8   NEEDS ANALYSIS: FROM DIFFERENT PERSPECTIVE OF LEARNING TO DIFFERENT APPROACHES

The main concepts that bolster needs analysis will be unfolded with reference to literature and the teaching context. As mentioned in the previous section, to identify the needs from learners is the keystone in needs analysis. The two categories of needs –'subjective needs' and 'objective needs' arise from the two orientations of needs analysis, which is the 'product-oriented' and the 'process-oriented' implementation of needs analysis (Brindley, 2009). In 'product-oriented' analysis, to discover the discrepancy between the current and anticipated proficiency level of learners' and to set the beginning and ending points of achievement are the target aims of the analysis. Therefore, the descriptions of learners' needs are based on their future use of the target language. However, in the 'process-oriented' analysis, learners are viewed as individuals in the learning process. Hence, individual factors of learners such as motivation, expectations and learning styles are concerned. With different orientations of needs analysis, it results in the different approaches, which are the 'language proficiency orientation', the 'psychological / humanistic orientation' and the 'specific orientation' (Brindley, 2009). Nunan and Lamb (2001) also indicate that needs analysis can be used to enhance teaching planning: 'the grouping function (of needs analysis) facilitates the specification of content and learning procedures that are consonant with some aspect of the learner data that has been gathered' (p.39). With consideration to what kind of approach to exploit in the teaching context, the issue links back to what sort of needs to be emphasized. In some countries, English teachers are required to use textbooks which are written according to the national curriculum guidelines. Hence, with the preordained structure of curriculum and with the attention to learners' expectations, an eclectic way, which is close to what Brindley (2009) deposits, of conducting needs analysis in the teaching context would be using the objective needs as the basis and then modify the syllabus with subjective needs. In this way, in the course designing process, objective needs can be a start point to guide the teachers and also as a way to ensure the development of proficiency level will be catered. Then the individual factors related to learners can be draw into consideration as the criteria to adjust the textbook materials and language use. Another underlying issue for implementing needs analysis is whether needs analysis can be suitable for general English classes. Despite needs analysis for language originated mainly from ESP (English for Specific Purpose) courses; several researchers (Tarone & Yule 2009; Seedhouse 2005; Richards 2001) do see the importance of exploiting needs analysis in general language classes. Because by using needs analysis, learners are involved in their learning actively. As Nunan (2008) indicates, the involvement of learners is their rights in the learning process. Regarded within the teaching context, students are neither learning English for specific purposes (English is a compulsory subject) nor are required to pass language tests.   But this does not mean they should be deprived of the right to participate

cooperatively with the teachers in deciding what to learn. As Richards (2001) has pointed out 'needs analysis is also fundamental to the planning of general English courses' (p.2). It can be believed that the purpose of needs analysis of enabling the teacher to 'translate these needs into linguistic and pedagogical terms in order to teach an effective course' (Mackey 2008) in ESP courses would function as well in the general language class. To sum up, by reviewing literature and reflecting on the context of teaching, the rationale underpins needs analysis is the consideration and respect of differences within individuals as well as the teaching / learning processes. From this perspective, needs analysis brings flexibility to the teaching / learning process and might very well enhance the possibility of reaching a more neutral balance among learners, teachers, curriculum, and language.

9   PEDAGOGIC IMPLICATION

Needs analysis could have the potential to engage learners to participate learning more actively due to their involving in the process of deciding what to learn. In addition to course design, needs analysis also facilitates a channel for individual differences to be noticed and catered. However, students are encouraged to be homogeneous rather than heterogeneous, which is for the convenience of the long-used teacher-centered teaching. Up to the present time, most of the language classrooms remain in a teacher-fronted, textbook-dominant teaching. Regarding the roles that learners play in the needs analysis process, Graves (2001) urges for a considerate preparation for learners before implementing. Therefore, when introducing needs analysis to learners, there should be a certain period of time to provide learners strategies to be autonomous in learning, which may enhance their awareness of the responsibility they need to take in the needs analysis process. To achieve this, as Hedge (2000) suggests, activities which can assist learners to 'reflect on learning' (e.g. self-evaluating or peer-evaluating tasks such as providing feedback); equip them 'with strategies' to take part in learning actively (e.g. training strategies needed in learning tasks, such as cognitive or meta cognitive strategies); encourage them 'to monitor and check their progress' (e.g. self-assessment) need to be provided for facilitating learning autonomy. With these autonomy-facilitating tasks, scaffoldings can be furnished in order to reduce the potential sense of threat or insecurity resulted from the shift from the more teacher-centered approach to the more learner-centered one and can provide learners with the sufficient skills to participate and accomplish needs analysis. When applying needs analysis into the syllabus designing or lesson planning in the classroom, teachers need to be alert constantly in the process, in particular when making decisions about changing the current teaching/learning patterns. One reason is because the potential problem lies in needs analysis is the remaining controversy of the definition of 'needs' (Brindley 1989, Richards 2001). As Young (2000) has mentioned the 'there remains considerable ambiguity and potential conflict in the identification and definition of these needs' (p.73). This may lead to another issue of how to interpret the information collected from learners. Richards (2001) recommends using 'triangulation approach' to keep a more neutral perspective on the interpretation of the data. Another issue related to the implementation of needs analysis is the negotiation of between the roles of teachers and students. Both Brindley (2009) and Finney (2002) have specified the process of needs analysis as a process of negotiation between teachers and students in order to reach the 'teacher-learner negotiated learning objectives'. As a teacher who is accustomed to the teacher-fronted teaching, we see the importance of teacher-training with regard to the more learner-centered approach.

Last but not least, considering the materials and actual tasks being taught after needs analysis is done, the instruction process is as crucial as the forming process of

'teacher-learner negotiated learning objectives'. When applying innovations into the language classroom, what teachers need to bare in mind is that before catering needs at higher levels of performance, those basic ones should be catered first (Waters and Vilches 2001). If the basic skills can be performed by the learners (e.g. learners can use language to express their own opinions), then it is more likely to encourage them to move on to the higher level (e.g. they can express their needs).

10 CONCLUSION

Needs analysis is introduced as a way to tackle the difficulty encountered when managing course design for learners with different proficiency levels. By the implementation of needs analysis, the curriculum structure and teaching / learning patterns can have greater flexibility which allows both teachers' and learners' voices to be included in the process. It is this flexibility needs analysis brings to the language curriculum that propels to adopt it in the teaching context. With careful implementation, we expect needs analysis to have the potential to facilitate a more effective language course. Needs analysis is considered to be exploited at two levels of teaching designing: syllabus design and lesson planning. In the macro level, syllabus design refers to 'the selected and organized content (areas of knowledge and particular skills and abilities) appropriate to the particular aims of a course whereas lesson planning refers to the specific task designing to implement the syllabus in the micro level. 'Course designing' will be used to include the both levels in teaching designing.

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PREFERENCE OF EYL MIXED CLASS STUDENTS' INTERCULTURAL COMPETENCE ASSESSMENT TOOL, TEXTBOOK EXERCISES OR ANIMATION VIDEO: WHAT DO WE LEARN?

Emalia IragiliatiSukarni
emaliairagiliati@yahoo.com

Novika Purnama Sari
novikapurnamasari@gmail.com

State University of Malang
Jalan Semarang 5 Malang

ABSTRACT

Mixed classes of students rely on the activities based on the needs of the regular students and the special-needs students follow the system. However, in some cases there would a mixed approach that paid special attention on the needs of the special-needs students, in this case, autistics students. Intercultural competence in this studyrefers to the ability to ensure a shared understanding between people as complex human beings with multiple identities, and their own individuality (Byram, Gribkova& Starkey, 2002). The textbook used in the teaching learning process is"New Fun and Happy with English Book 5"(Iragiliati, 2006, 2013), and the animation video, "Come, Speak Up and Tell Us" (Sari, 2015). Pedersen (2011) pointed out on the importance of using animation for speaking activities. The research question is as follows:How aremixed students' preferences of intercultural competenceassessment tool, textbook exercises or animation video? The subject of this study wastwenty-six (26) male and female mixed fifth grader students of SDN Kebonsari V Jember. The mixed class consisted of thirteen (11) regular male students and thirteen (12)regular female students, andtwo (2)special-needs male students and one (1)special-needs female student. The instruments used in this studywerepre-class observation,post-class observation, students' observation sheet, and questionnaire. The result of this research showeda preferredassessment tool of using animation video rather than exercises in the EYL book by mixed-class students. Thus, the teaching learning process based on intercultural competence should be based on open minded way of thinking for the mixed class, a subtle mixture of textbook materials and animation video as an assessment tool for a mixed class.

Keywords :intercultural competence, textbook, animation video, mixed class, EYL

1   INTRODUCTION

Mixed classes means classes where students differ greatly in ability, motivation forlearning English, needs, interests, educational background, styles of learning, anxiety,experiences and so on (Ainslie, 1994). Baker (2002) argues that it is not just the fact that there are many students in a class, but that all of them are at so many different ability levels that provide the biggest challenge. She furtherclaims that in mixed classes it can be difficult to keep the attention of all students.

People vary in their definition of intercultural competence depending on the contexts. Intercultural competence refers to the ability to ensure a shared understanding between people as complex human beings with multiple identities, and their own individuality (Byram, Gribkova& Starkey, 2002).Researchers focus on cultural awareness, knowledge, and motivation, others focus on communication and behavioral skills (Byram, 1997; Spitzberg, 1983). Yet another group of researchers defines intercultural competence with such dimensions as interpersonal skills, effectiveness, cultural uncertainty, and cultural empathy (Arasaratnam&Doerfel, 2005; Gudykunst, 1995; Matveev& Nelson, 2004; Van der Zee &Brinkmann, 2004).

The need of intercultural competence is related to the need to have an evaluation. An intercultural competence assessment is carried out to evaluate one's level of knowledge and ability at a given moment in the cultural encounter (Mažeikienė &Virgailaitė-Mečkauskaitė, 2007). A more recent assessment tool of intercultural competence evaluates the level of competence in intercultural encounters in terms of cognitive, affective, and behavioral dimensions (Arasaratnam, 2009). Arasaratnam and Doerfel (2005) identified empathy, motivation, attitude toward other cultures, and interaction involvement (experience and listening) as important elements of intercultural communication competence.

Arasaratnam (2009) found that a positive relationship between interaction involvement and cultural empathy, and between interaction involvement and attitude toward other cultures would then have positive results. The study also yielded a) a positive relationship between attitude toward other cultures and cultural empathy; b) between attitude toward other cultures and experience; c) between attitude toward other cultures and motivation; d) between motivation and experience, between intercultural competence and interaction involvement; e) between intercultural competence and motivation, and between intercultural competence and empathy.

Related to the above aspects, in this study we are going to find out the intercultural competenceof students, regular and special-need, as an ability to ensure a shared understanding between people as complex human beings with multiple identities, and their own individuality. It is then hoped that they would increase their sensitivity and awareness toward cultures other than their own, gain necessary knowledge, attitudes, and skills to communicate effectively in various intercultural encounters over time.

Sari (2015)mentioned that intercultural competenceis necessary to be added in the teaching and learning activities as some recent curriculums has stated on the importance of building good students' characters. The characters are valued as good characters that people should have are as follows: a)respect to others; b)religious; c) tolerance; and d)empathy. Those characters are also related to the building of intercultural competence as well.

(Sari, 2015) developed an animation video "Come, Speak Up, & Tell Us" with intercultural consideration that resulted on several kinds ofcharacters visualization that represent the people in Indonesia. There were seven main characters as the representative of common people coming from different places and religions as shown in Table 1.1.

Table 1.1 Main characters visualization in the animation video "Come, Speak-Up, & Tell Us"

Gender	Origin	Age	Name	Religion
Male	Madura	9	Harun	Islam
Male	Bali	11	Gusti	Hindu
Male	Sumatera	10	Wakho	Islam
Female	Central Java	10	Ajeng	Budha
Female	Borneo	9	Cece	Konghuchu
Female	Sulawesi	9	Luthe	Catholic
Female	Papua	11	Karel	Christian

In this study, the animation video above was used as a supplementary assessment tool regarding the use of the exercisesfor speaking in the EYL book "New Fun and Happy with English" on their intercultural competence. The EYL book used in the teaching and learning was"New Fun and Happy with English." (Iragiliati, 2013). The "New Fun and Happy with English" textbook was developed based on (Iragiliati, 2006) finding on the importance on the intercultural competence that has to be exposed since early age. This approach has the implication on parts of characters building which were formatted into contextual texts and assignments for students that concern on building of valued characters. At the beginning of each chapter, it was stated clearly on which character building parts are expected to be achieved. While the chosen animation "Come, Speak Up, & Tell Us" (Sari, 2015) support character-building consideration (Iragiliati, 2006). The duration of the animation was five minutes and the subtitle was provided to help the students comprehend the conversation better. In the animation, the story and the lesson material promotes the characters to respect others from different cultures and religions.

The assessment tool that the researchers used in this study was developed according to the researchers'need and the level of students' English proficiency (Matveev& Nelson, 2004). The researchers focused on how the students perform their competence of intercultural by using English. So that, the research question of this study is as follows:How aremixed students' preferences of intercultural competenceassessment tool, textbook exercises or animation video?

2 METHOD

The research applied ethnographic research which took for one semester of study. Ethnographic is the study of cultures through close observation, reading, and interpretation. The textbook and animation used in the investigation were "New Fun and Happy with English Book 5" and "Come, Speak Up and Tell Us" video. The subject of this study werefifth grader of SDN Kebonsari V Jember that conducted inclusive educational program. The class consisted of 26 students: 11 male regular students, 12 female regular students, with 2 male special-needs students and 1 female special-needsstudent. The instruments used in this study were pre-class observation sheet, post-class observation sheet, students' observation sheet, and questionnaire.While the data was collected by the class' teacher as well the researchers. During the teaching-learning process, the EYL book "New Fun and Happy with English" was used from the beginning of the semester while animation was used at the end of the semester. (Maley, 2003) mentions that if observation note are going to be part of the assessment, it is a good idea to tell the children so at the beginning of the year,because it is important for them to know what counts in their assessment.

Pre-class observation was applied to give an overview in which level their use toward common English expressions and their intercultural competence measuring their tolerance and respect toward other religions and regions. The data were collected in the pre-class observation was in the form of observation sheet. While post-class observation was used to see whether there was an improvement on the use of common English expressions and the students' tolerance as welltoward other cultures. The treatment was the same in both the pre-classand post-class observation stage. The variables of observation sheet for pre-class and post-class observationsheet was aimed to know which of English expression that the students used and to know how the students use English to accommodate their intercultural competence.The variables then developed into the following pre-class observation and post-class observation sheet that were used to assess each student preference on EYL mixed class. The details can be seen in the following table.

Students Performance (Pre-class Observation& Post-class Observation)			
No	Aspect	YES	NO
	English Expressions		
1.	Students use "What do you think" in asking opinion		
2.	Students use "Please" in asking for help		
3.	Students use "Thank you" in saying gratitude		
4.	Students use "I think" in delivering opinion		
	Culture Awareness		
5.	Students mentioned that there are differences in cultures.		
6.	Students showed a respect when talking about other cultures, beside their own culture. It can be seen from the expression and diction.		
7.	Students showed tolerance in discussing other cultures. It can be seen from the expression and diction.		

The stage in both pre-class and post-class observation was the same. The teacher delivered a series of pictures showing culture differences. This set of pictures was given to groups of students consisted of three to four students. Each group should perform;each student should have a role to speak up. The stage setting looked like a mini drama telling based on the pictures. In the stage, the students were asked to use English common expressions in asking and delivering opinion.

During the performance in the teaching learning process, the teacher used the students' observation sheet for each student to see each students' enthusiasm, attitude, ability, and intercultural competence. This observation sheet was used to observe students reactions when the teachers applied the media; Englishlanguage textbook and animation video. The variables of observation sheet can be seen as below.

Variables	Description
Enthusiasm	To know how excited the students are toward English lesson.
Attitude	To know the attitude toward the English lesson and the English teacher.
Ability	To know the current English' ability of the students.
Intercultural Competence	To know how the students use English to accommodate their intercultural competence

The fourth instrument used in this study was questionnaire for students. The questionnaire was used to find out what the students' preference related to assessing their English language and intercultural competence, whether they prefer using English textbook or animation video. The questionnaire was being coded from the emoticon students'choices into the meaning whether they like it or not. The variables of this questionnaire are aim to know whether the students like the media or not.

Finally, there were five kinds of instruments used in this study. The additional description of the research instruments can be seen in the following table.

Instrument	Goal	Format	Result
Pre-Class Observation Sheet	To collect informationrelatedto the current condition of the students in using English expression and their awareness of culture differences.	A table consists of two main rows and seven sub rows.	Document of the description of the answer.
Observation Sheet A	To observe students reactions when the teachers applied the media: Englishtextbook.	A table consists of two main rows and four sub rows.	Document of the description of the answer.
Observation Sheet B	To observe students reactions when the teachers applied the media: English animation video.	A table consists of two main rows and four sub rows.	Document of the description of the answer.
Post-Class Observation Sheet	To collect information related to the resulted condition after the media treatment, of the students in using English expression and their awareness of culture differences.	A table consists of two main rows and seven sub rows.	Document of the description of the answer.
Questionnaire	To documenting which one the students prefer.	One question consists of two answers of emoticons.	Document of the percentages of the answer.

The data collected in the current study were presented and outlined into an analysis report. The data(Cohen et. Al., 2007: 346-348) in the questionnaire and observation sheetwere coded as follows: The first data on a) gender were coded as follows: 1) M = male regular students, 2) F = female regular students 3) MA = male special-needs students and 4) FA = female special-needs students; b) the second data coding were on the aspects of students' English expressions and culture awareness are as follows: 1) WT = the use of "what do you think" in expressing opinion, 2) P = the use of "please" in asking for help, 3) TK = the use of "thank you" in saying gratitude, 4) IT = the use of "I think" in delivering opinion, 5) DC = the awareness of culture differences, 6) RC = the respect toward other cultures, 7) TC = the show of tolerance toward other culture; c) the third data coding were on the aspects of 1) E = enthusiasm of students, 2) A = attitude, 3) AB = ability, 4) IC = intercultural competence.

The pre-class observation was conducted in January 26th 2015 while the post-class observation was conducted in May 27th 2015. While the observation of the use the English textbook was done in the early of February to the mid of April 2015. And the observation of the use of the English animation video was conducted from the mid of April to May 2015. The final questionnaire for the students was delivered in the day when the students conducted the post-class observation, which is May 27th 2015.

3 FINDINGS & DISCUSSION

3.1 Pre-Class & Post-Class Observation

In the beginning of the semester, the teacher delivered a pre-class observation in the form of spoken test in order to see the students' background toward the use of English expressions and their cultural awareness. It was conducted on January 26th 2015 for one session of meeting, that is 60 minutes. There were 26 students with two different ethnic backgrounds; Madurese and Javanese.Additionally, three of the total students were special-needs students that were being accompanied by facilitators.

Based on Maley (2003) approach on using class observation sheet as an assessment tool, in this study the children were informed on the use of class observation sheets. The process would be carried out at the beginning and at the end of the EYL interactions.

The teacher provided a series of picturesabout variant of cultures and ethics in Indonesia related to cultural differences and asked the students what was happening in the picture. The students were divided into groups consisted of three to four students. And then, they should make a simple conversation which is relate to asking and giving opinion. Then, each group performed in front of the class and said their opinion about the picture. During the students' performance, the teacher assessed the students by using the pre-class observation sheet. The following table showed the result of the pre-class observation sheet.

The pre-class observation sheet was available for 26 students, so each student had different aspect of score. The following table presented the coding of the taken data in the pre-class and post-class observation.

Gen-der	PRE-CLASS						
	English Expressions				Culture Awareness		
M	WT	P	TK	IT	DC	RC	IC
1.	V	v	v	v	v	v	V
2.	-	-	-	-	v	-	-
3.	V	v	v	v	v	v	V
4.	-	-	-	-	-	-	-
5.	V	v	v	-	v	-	V
6.	-	-	-	-	-	-	-
7.	-	-	v	-	v	-	-
8.	-	v	v	-	-	-	-
9.	-	v	v	-	v	v	V
10.	-	-	-	-	-	-	-
11.	-	v	v	-	v	v	V
F		-					
12.	-	v	v	-	-	v	-
13.	-	-	v	-	v	v	V
14.	-	-	v	-	v	v	-

Gen-der	POST-CLASS						
	English Expressions				Culture Awareness		
M	WT	P	TK	IT	DC	RC	IC
1.	v	v	v	v	v	v	v
2.	-	-	-	-	v	-	-
3.	v	v	v	v	v	v	v
4.	-	-	-	-	-	-	-
5.	v	v	v	v	v	v	v
6.	-	-	-	-	-	-	-
7.	v	v	v	v	v	v	v
8.	v	v	v	v	-	v	v
9.	v	v	v	v	v	v	v
10.	-	-	-	-	-	-	-
11.	v	v	v	v	v	v	v
F							
12.	v	v	v	v	-	v	v
13.	v	v	v	v	v	v	v
14.	v	v	v	v	v	v	v

15.	v	-	v	v	v	v	v
16.	-	v	-	-	-	-	-
17.	v	-	v	v	-	v	-
18.	-	v	v	-	-	-	-
19.	-	-	v	-	-	v	v
20.	-	v	v	-	v	-	v
21.	-	-	v	-	v	-	v
22.	-	-	-	-	-	-	-
23.	v	-	v	-	v	-	v
MA		-					
24.	-	-	-	-	-	-	-
25.	-	-	v	-	-	-	-
FA							
26.	-	-	v	-	-	-	-

15.	v	v	v	v	v	v	v
16.	-	-	-	-	-	-	-
17.	v	v	v	v	-	v	v
18.	v	v	v	v	-	v	v
19.	v	v	v	v	-	v	v
20.	v	v	v	v	v	v	v
21.	v	v	v	v	v	v	v
22.	-	-	-	-	-	-	-
23.	v	v	v	v	v	v	v
MA							
24.	-	-	-	-	-	-	-
25.	v	v	v	v	-	v	v
FA							
26.	v	v	v	v	-	v	v

Gender:

M = male regular students

F = female regular students

Culture awareness:

DC = the awareness of culture differences

RC = the respect toward other cultures

TC = the show of tolerance toward other culture

English expressions:

WT = the use of "what do you think" in expressing pinion

P = the use of "please" in asking for help

TK = the use of "thank you" in saying gratitude

There were 26 students observed and the percentageshowed the number of students who achieved the aspect being detected. Results showed different numbers for each aspect. The percentages were derived from the number of students who achieved well the aspect divided by the total number of students times 100%. From the pre-class observation, it was revealed that the percentage of students who were able to use *What do you think?*in asking opinion was 26.9% students. The percentage of students who were able to use *Please* in communication was 38.4%. The percentage of students who were able to use *Thank you* in communication was 76.9%. And the percentage of students who were able to use *I think* in delivering opinion was 19.2%.

In the aspect of cultural awareness, the percentage were also derived from the number of students who achieved well the aspect divided by the total number of students times 100%. From the pre-class observation result, it was revealed that the percentage of students who know the existence of culture differences was 50.0% students. The percentage of students were able to respect other cultures was 42.3%. The percentage of students who showed tolerance toward other culture was 46.1%. This result wasgained by

seeing the spoken responses the students made during their performance in front of the class. Additionally, the teacher asked a couple of follow up questions to know the students' perceptions toward other cultures.

Generally, the result of the pre-class observationshowed a medium percentage that was around 40% to 50%. However, some of the students showed were less than 30% and one aspect that was more than 60%. This result gave an overview of the current students' ability toward the use of some English expressions and the students' awareness toward culture differences.

In the end, the teacher gave a post-class observation toward the students that was similar with the same treatment done in the pre-class observation. By using the same strategies, it was expected that there was a straight and logical lines between the pre-class observation and the post-class observation. The instructions used by the teacher were described as follows:

1. Please create a group consist of three to four members
2. Each of the group will receive this set of pictures.
3. See what is happening in the pictures.
4. Develop a short dialogue about what is happening in the picture.
5. Ask and give your opinion about this.

The function of post-class observation was to see the improvement of the students' ability to use the English expression. The use of English expression is related to their culture awareness on several aspects as follow: the awareness of culture difference, the respect toward other cultures, and the tolerance toward other cultures. To see this improvement, the teacher used questions during the students' performance related to the existence of other cultures.

After all groups performed, the teacher codes the data into the following table to see whether there is a difference between the pre-class observationresults.There were 26 students observed and the percentage in the following table showed the number of students who achieved the aspect being detected. Results showed different numbers for each aspect. The percentages were derived from the number of students who achieved well the aspect divided by the total number of students times 100%.

The percentage result of the post-class observation showed a significant increase compared to the pre-class observation session. The percentages were derived from the number of students who achieved well the aspect divided by the total number of students times 100%. From the pre-class observation result, it was revealed that the percentage of students who were able to use *What do you think?*in asking opinion was 76.9% students. The percentage of students who were able to use *Please* in communication was 96.1%. The percentage of students who were able to use *Thank you* in communication was 100%. And the percentage of students who were able to use *I think* in delivering opinion was 73%.

In the aspect of cultural awareness which was measured by suing the observation sheet of post-class observation, the percentage were also derived from the number of students who achieved well the aspect divided by the total number of students times 100%. From the pre-class observation result, it was revealed that the percentage of students who know the existence of culture differences was 88.4% students. The percentage of students were able to respect other cultures was 92.3%. The percentage of students who showed tolerance toward other culture was 88.4%. This result was gained by seeing the spoken responses the students made during their performance in front of the class. Additionally, the teacher asked a couple of follow up questions to know the students' perceptions toward other cultures.

During the class observations, the students were enthusiastic toward the media. And at the end, the students were happy with the situation of the teaching and learning activities. Pedersen (2011) mentioned that as the media closely is connected to imagination that makes it possible to use even with the youngest children and can combine the physical and the virtual worlds that could strengthen the creative mind. By using this point of animation, the values of intercultural competence can be gained happily by young learners.

In compared to the percentage result on the pre-class observation session, there was an increase of students who then were able to use the English expressions as well the culture's awareness. For example, the ability of using English expression *What do you think?*in asking opinion Thus, the result above support (Sari, 2015) on the use of animation as the teaching media is being preferred by the students more on the teaching and learning activities. Additionally, both media (English language textbook and animation video) are able to increase the awareness of cultural differences among the students.

3.2 Students' Observation Sheet

The aim of the students' observation was to see the enthusiasm of the students in the learning activities. After having the pre-classobservation sessions, the teachers then applied various activities that were divided into two different treatments in terms of the media used. The first media was English language textbook while the second media used was animation. The following table is the observation sheet used in during the teaching and learning activities using the media.The details aspects that were observed are presented in the following table.

Observation Sheet

No	Aspect	1	2	3	4
1	Students are enthusiasm during the learning activity.				
2	Students are actively responding to the teacher's instruction.				
3	Students are able to understand the lesson materials.				
4	Students are able to use English well in showing their intercultural competence.				

During the use of the two media(English language textbook and animation vide) in the teaching-learning process, the students were observed in the aspects of engagement, attention, and enthusiasm. When the teacher used the English language textbook, the percentage of the students who were engaged toward the lesson was 76.9% while the percentage of students who paid attention was 84.6%. In terms of the students' enthusiasm, the percentage was 80.7%. These percentages were derived from the number of students who showed the attitude divided by the total number of students times 100%.

When the teacher used the animation video, the percentage of the students who were engaged toward the lesson was 88.4% while the percentage of students who paid attention was 100%. In terms of the students' enthusiasm, the percentage was 96.1%. These percentages were derived from the number of students who showed the attitude divided by the total number of students times 100%.The use of two kinds of media resulted in students' preference on the use of animation video as an assessment tool for their intercultural competence (Guilherme, 2002)The result connotes that media plays an important role (Catrambone and Fleming, 2002).

3.3   Questionnaire

In the end of the semester, the teacher delivered a list of questionnaires asking the students preferences toward the use of textbook and animation as the assessmenttool. The questionnaire consisted a question which of media that they prefer for their assessment tool. The students answered by coloring or choosing the emoticon of happy face (☺) of they agree to quo of the assessment tool. It is suitable for the young learners as they could express and choose the best way of what they feel. The formulation of the question was formed as simple as possible because the target of this questionnaire were young learners. During the process, the students were enthusiastic and fully engaged in answering the questionnaire. In the end, the students were happy with the method of the teaching and learning activities. The students were very active and it showed that the media as the assessment tool boost the students' confidence in speaking English.

The resultof the questionnaire showed that there were 84.6% of female students liked the use English animation video while 15.3% disliked. There were 76.9% of male students liked the use of English animation video while 23.0% disliked. There were 100% of special-needs students who liked while 0% disliked the use of English animation video.Furthermore, the teachers asked the students to choose which media that they prefer more between English textbook and animation video. One of the authentic answers from the students is displayed below.
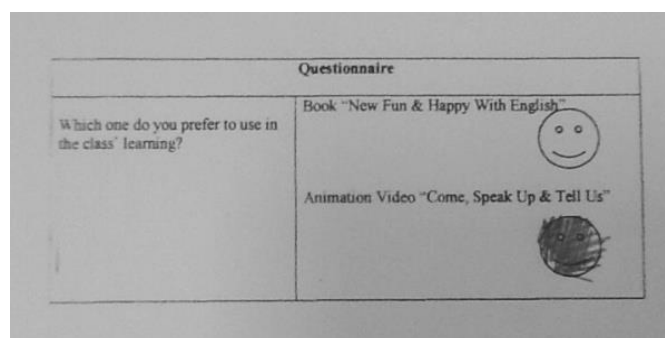
From the percentage result, it can be seen that the students preferred the assessment tool of animation video instead of exercises in the textbook. Animation delivers a certain way to arrest and reserve learners' interest. The result above supported Catrambone and Fleming (2002) find that animation has a constructive impact on performances in difficult transfer problems. Another gain of using animation is also revealed by Fahmi (2014), the result of his study shows that the use of animation stimulates the children to understand and enable them to haveenjoyable situation in teaching learning activities.

The findings above supported Pedersen (2011) view on the benefit of animation for young learners in teaching and learning activities. First, animation is popular among children. When it is popular, it means that the children love watching it. When the content of the animation consists of intercultural competence, the students will notice and indirectly adjust the attitude. Second, animation closely is connected to imagination that makes it possible to use even with the youngest children and can combine the physical and the virtual worlds that could strengthen the creative mind. By using this point of animation, the values of intercultural competence can be gained easily by young learners.

In this research, the researcher found that the students were encouraged to speak. The students were also enthusiastic; therefore, the delivery of the lesson material becomes fun and enjoyable.There was an improvement among the students that is the ability of asking and delivering opinion in English. The students at first could not

mention the expression of "What do you think?", but then it turned to be easy for students to practice it in front of the class.

From the findings, intercultural competence should be included since early age (Iragiliati, 2006) who supports that young learners materials development should have intercultural consideration(Iragiliati, 2013) and should aim at preparing effective intercultural communicators. In conclusion, the findings support Iragiliati's view on the importance of exposing children since very young age on intercultural views as in the EYL teaching learning process. The assessment tool preference was the animation video of (Sari, 2015) It would then give the students could accept differences of other cultures.

4   CONCLUSIONS & SUGGESTIONS

The outcome of this research displayed a constructive preference response among those students; both the regular and special-needs students. The students preferred to use animation video as the assessment tool instead of English language textbook. The result in this research supported (Byram, Gribkova& Starkey, 2002) on the importance of intercultural competence on the ability to ensure a shared understanding between people as complex human beings with multiple identities, and their own individuality. It showed that English young learners have the ability in using the English expressions related to intercultural competence (Byram, Gribkova& Starkey, 2002).

Based on the result of the research, it is suggested that the teacher collaborate between theuses of printedmaterials with additional assessment tool of audiovisualrelated to the EYL materials used.The teacher of mixed classes of Indonesian students should really understanding the culture and context differences.

On the theoretical-academic side, it is for sure that certain aspects of the findings (e.g. mixed class. EYL, animation, textbook) supports the importance of intercultural consideration in materials development (Iragiliati, 2006). This present study provides a deeper understanding on how to access intercultural competence of mixed classes with a strong consideration of special-needs students (autism).

On the practical side, the findings can be used for researchers as the consideration in developing a further materials development which consider intercultural competence for students starting from an early age (Iragiliati, 2006). As the tools of assessment, the animation is not only for special needs students but also for regular students. The choice follows the needs of special needs students. In the EYL English language textbook (Iragiliati, 2013) with additional assessment process by using the animation video (Sari, 2015) creates a productive teaching and learning between the teacher and the students. Consequently, it is confirmed that the use of the EYL textbook (Iragiliati, 2006; 2013) to teach English with intercultural competence along with the use of audiovisual media (Sari, 2015) to emphasize on the importance of audio visual aids enhance their intercultural competence.

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TEACHERS' OPINIONS ON THE IMPLEMENTATION OF VARIOUS ATTITUDE ASSESSMENT INSTRUMENTS IN JUNIOR HIGH SCHOOL IN CURRICULUM 2013: ITS PRACTICALITY

AzharAziz Lubis
azharfbs@gmail.com

Meti Rahmawati
metirahmawati91@yahoo.co.id

Universitas Negeri Malang
Jl. Semarang 5 Malang 65145, Indonesia

ABSTRACT

This qualitative case study aimed to investigateEnglish teachers' opinions in attitude assessment of the first and second core competences (KI-1 & KI-2) in Curriculum 2013. The implementation of attitude assessment in Curriculum 2013 had been an issue as revealed in the previous studies. The study focused on analyzing the practicality principles involving time, procedure and easiness, resources, and cost. This involved two Junior High School English teachers in East Java. The data were collected through in-depth interview and document analysis. The former served as an instrument to reveal the implementation of practicality in terms of time, procedure and easiness, resource, and cost. The latter served as an instrument to explore the way teachers overcome the problems. It turned out that both observation and journal confirmed the existence ofthe four practicality principles. However, the other two instruments, self and peer assessment, had practicality problems in terms of time, procedure, and resource. Furthermore, the teachers' ways in overcoming the problems were discussed. All in all, the suggestions for English teachers and the Government were proposed.

Keywords: attitude assessment, Curriculum 2013

1 INTRODUCTION

Basically, the rationale behind the emergence of the 2013 Curriculum (henceforth K13) was in accordance with the two presidential decrees namely No 5/2010 about the national midterm growth planning (RPJMN 2010-2014) and No 32/2013 (as revision series of No 19/2005) about National Standard of Education (Widyastono, 2014). As a result, some aspects modifying techniques and assessment instruments in the previous curriculum — School Based Curriculum — were added. The additional changes underpinning K13, then, are found in the field of attitude assessment in its core competences (henceforth KI-1 & KI-2).

In accordance with the attitude assessment in K13, the government sets up four instruments used to examine students' attitude: observation, self assessment, peer

assessment, and journal. This focus seems to be in line with Bloom's (1965 in Widyastono, 2014) which has been being the basis of the national curriculum of Indonesia since 1973 (The Curriculum of PPSP). However, in the previous curriculum (SBC), such an emphasis was not implemented flawlessly, and this, probably because attitude was not explicitly assessed and stated in the student's progress report.

In relation to assessing attitude using those four instruments — which serves as one of the three categories (knowledge, skills, and attitude) determining student's success in his/her academic study — the term practicality sounds plausible to be investigated. This notion is referred to Brown's (2004) stating that a good and effective test has five principles of language assessment: practicality, reliability, validity, authenticity, and washback. In this study, however, we only focus on one principle – practicality.

Since the emergence of K13, assessing students' attitude remains some facet of problems in its practice. A number of studies showing its remains (Sari, 2014; Purnama, 2014; Wijaksono, 2014; Bazilah, 2014) revealed that the most difficult facet was to assess students' attitude. To the best of our observation, there was only one study revealing positive outlook for assessing students' attitude (see Rahmawati, 2014).

Regarding difficulties of the implementation attitude assessment found in the previous studies (Sari, 2014; Purnama, 2014; Wijaksono, 2014, Bazilah, 2014), it can be concluded that most of the teachers in junior high schools are in vain to (1) understand the format of the four instruments (observation, self assessment, peer assessment, and journal), and (2) implement the format of the four instruments due to lack of guidelines given by the government. However, in seeking the findings, previous researchers did not confirm the criteria they have applied to those criteria of good assessment sketched by Brown (2004) and Bachman & Palmer (1996). Bachman & Palmer (1996) sketched four aspects that should be taken into consideration regarding practicality of a test: time, procedure, resource and cost. Because most of the problems exist in the field of procedure, several questions e.g. whether or not another practicality problem in terms of time, resource, and cost arise. Thus, we formulate the research questions as follows:

(a) What are teacher's opinions about attitude assessment instruments viewed from the four aspects of practicality (time, procedure, resource, and cost)?

(b) If there are problems found in the practicality in terms of time, procedure, resource, and/or cost, how do they fix it?

2 METHOD

This study was qualitative in nature. Since the aim of the study was to seek teacher's opinion on the implementation of various attitude assessment instruments, a multiple case study (see Yin, 2009) was employed. It was done due to several supporting points in the design: (1) a multiple-case study can require extensive resources and time beyond means of a single student or independent research investigator, (2) a multiple case study can be employed to seek the process across subjects (teacher/school/students).

2.1 Participant

The subject of the study was two English teachers who are eligible to teach and assess English subject employing K13 in two schools of Junior High in East Java. We chose them based on some criteria of professional teacher as follows: (1) involvement in K13 workshops, (2) teaching experience (more than 10 years), and (3) teacher's

certification.Interms of school, we also categorized it as a representative school referring to the standardization made by the government.

2.2 Instruments

This study employed two instruments— semi-structured interview and document analysis. The former aimed at attaining information concerning the first research questions about teacher's opinions on various attitude assessment instruments in K13. The latter aimed at seeking their way to solve arising problems in each instrument.

2.3 Procedure

Having determining the instruments in the first week of the study, we prepared the supporting questions to be delivered. In this stage, we confined the questions only to the four principles of a good assessment, and the focus of the questions would be the identification of the problem in each instrument.

The interview was recorded and transcribed qualitatively, and in turn, was described in terms of principles of good assessment by Bachman's (1996): time, procedure, resource, and cost. Specifically, it was conducted in two months and once a week. The first month was devoted to observe the teacher and school, conduct the interview, and transcribe it into excerpts. The second month was devoted to describe the findings completely. The interview lasted about an hour in the teachers' room and tape recorded.

Thedocument analysis, then, was employed to scrutinize the format of the instruments in which the teacher used to overcome practicality problems. In addition to that, we analyzed teacher's documents: observation sheet, self-assessment sheet, peer-assessment sheet, and journal. Our questions in scrutinizing each document was generally centered on the way the teacher overcome practicality problem.

3 FINDINGS AND DISCUSSION

This study revealed that both of the teachers confirm observations and journal are more practical than self and peer assessment. Observation and journal meet all four criteria of the practical assessment e.g. time, procedure, resource and cost. In contrast, self and peer assessments exhibit some problems and constrains in their implementation. The discussion of the problems and solutions follows on the next section.

3.1 Observation and journal as practical instruments

In terms of time, the teachers argue that observation and journal do not require specific time to conduct the assessment. They can do it while they are teaching or when the students are doing the assignment or examinations. It is a daily-basis observation on students' attitude.

In line with observation, journal does not demand much time since it is implemented only when specific moments happen in class. Teacher A says that she uses the journal to note important things which cannot be accommodated in observation. For example, when there is a studentcheats on exams or sleeps in class. She just needs to jot down that specific moment in the journal. Thus, the teachers considered journal as a practical instrument in term of time.

Furthermore, as viewed from procedures, observation and journal also exhibit simple administrations. The teachers only need to give a check on the observation checklist. Teacher A uses a spreadsheet in a laptop and fill all of the column with score 3 since it is the most common score to appear. When she observes that one student exhibits

better performance, she will change the score into 4. This moment is also directly written in her journal.

In contrast to teacher A, teacher B uses a printed-observation checklist. She states that she usually limits the number of students and attitudes observed on each meeting. She observes five students in one observation session. She divides the characters to be observed based on the number of Basic Competences (KD) on the prevailing semester. For example, in KD-1, the teacher will only observe discipline and responsibility. She also puts a space on the observation sheets to write down the notes of specific moments and acknowledges this as a journal. It is like killing two birds with a stone.

For resource and cost, both observation and journal are more superior to the other two instruments— self and peer assessment. In this case, the possible materials needed are paper, computer or laptop, and printer. Both of the teachers have no problem with the resources needed for observation and journal administration. Teacher A uses her personal laptop to keep records on the results of her observation and journal notes, whereas teacher B uses a four-page observation sheet including the journal notes only.

3.2 Problems and solutions in administering self and peer assessment

Both teachers A and B agree that there are some practicality problems in self and peer assessments. The content will be scrutinized using the four criteria of the practicality (time, procedure, resource, and cost).

Dealing with time, both teachers stated that they need to allocate specific time to administer the assessment. For the administration, both teachers do self and peer assessments only once in the middle of the semester. Both teachers argued that the students need some time to be able to assess their friends well. Commonly, the teachers allocate one-teaching-hour to conduct self and peer-assessments. In order to avoid the disturbance of teaching hours, teacher B states that she allots free hours such as monthly teachers' meeting or school events to conduct the assessments. However, both of the teachers confess that they do the self and peer assessments since it is required to do so. They stated that they do not convince by the scores derived from these two assessments; thus, they decided that once is enough.

> *Penilaian antar teman dan diri sendiri itu juga menurut saya kurang objektif. Bisa jadi karena dia kenal baik dengan seseorang di kelas tersebut maka nilai yang dibuat akan baik semua. Menurut saya cukup jurnal dan observasi dari guru.*

It is so ironical to see that teacher's opinions about self and peer assessment do not support the intentions of the government to include both instruments in attitude assessment. Firstly, teachers worry about the reliability of self and peer assessment scores and bothered by the impracticality of the assessments. The possible causes are that teachers are not familiar with these types of assessments.

Furthermore, the recapitulation process also takes a lot of time. Teacher A states that she needs much more time to input the results of the assessments. To overcome the problem, she comes up with the solution to give score 3 for all of the students. Then, she will change the scores other than 3. She said that it helps her to deal with the practicality problems.

Moving to the second constraints regarding procedures, the problems can also be seen from the administration and also recapitulation of the assessments. Both teachers say that there is no specific instruction given by the government to administer the assessment, on how teachers should do self and peer assessment in the classroom. Due to the lack of clear procedures, the teachers have different ways of conducting self and peer assessment.

The first to think is the practicality aspect. Teachers are looking for the most practical assessment procedures as stated by teacher B as follows:

> *Tiap guru beda-beda mbak. Ini asalnya dari guru PKn, kemudian ke guru geografi dan matematika.Tiap guru pasti memiliki tipe dan cara yang berbeda-beda dalam menafsirkan penilaian karakter tersebut, bandingkan mana yang paling mudah dan praktis dalam pelaksanaanya di lapangan.*

Likewise, the two teachers in this study also use two different ways. For teacher A, she asks the students to take a piece of paper and tear them into four different parts. Afterwards, she will give instruction to the students on how to conduct the assessment. Based on students' number on the attendance list, student number 1 will assess student number 2, 3, and 4. Then, student number 2 will give scores for student number 3, 4, and 5. They need to write down their own name and their friends' name in the paper. When everybody is ready, the teacher reads the statements which are used to assess the students. The students listen carefully and give scores with the range of 1 to 4. 4 means 'always', 3 means 'often', 2 means 'sometimes', and 1 means 'never'. Thus, for each statement, the students need to give score for three different students. When it comes to self assessment, the teacher will read the statements and student are required to assess themselves.

A similar procedure is implemented by teacher B. The different is that instead of reading the statements or questions aloud, teacher B provides the students with printed versionprovided by the school.The other difference is that, for peer assessment, the teacher assigns her students to give scores for other students based on their sitting row. For example, the students who sit in the first row should assess students who sit on the third row.

For resource and cost, teacher A stated that there is no problem with these two aspects since she does not provide any printed assessment sheets. For teacher B who provides assessment sheets, she argues that she also has no problems since the copies are provided by her school.

4   CONCLUSION AND SUGGESTION

In conclusion, observation and journal are more practical and preferable to the other two instruments— self and peer assessment. It turned out that both self and peer assessments have practicality problems in terms of time, procedure, resource, and cost. Therefore, the teachers in this study attempted to overcome those problems by modifying the format and procedures of the instruments.

Based on the study, some suggesstions can be addressed to three different stakeholders including teachers, government and future researchers. For teachers, a follow-up activity considering the results of attitude assessments is highly recommended. One of the examples is consulting the results of attitude assessments with concellor teachers in the school. When the result of teacher observation shows that a student has problem with discipline since s/he often comes late to class, the teacher can hand in the results of his/her observation to the counseling teacher. The data can provide an empirical evidence of the student's attitude problem. Through this follow-up activity, it is expected that attitude assessment at school will give a prominent contribution to improve students' attitude instead of just providing unmeaningful scores.

Eventually, suggestions for future researchers are also confered. This current research only explores one — practicality aspect — out of four other good assessment criteria including validity, reliability, authenticity and washback. Thisqualitative research

is meant to be a starting point to reveal the hidden inquiry behind the case. Taking the findings of this study as a stepping stone, future researchers can develop a study on the same topic with different design (e.g. survey design).

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INNOVATION OF TEACHING AND LEARNING ENGLISHAPPLIED TO ANIMAL SCIENCES' STUDENTWITH THE COMBINATION OF COMPUTER MEDIA AND AUDIO VISUAL

I Gusti Agung Istri Aryani
Ni Ketut Sri Rahayuni
istri_aryani@unud.ac.id; ig_aryani @yahoo.com

Faculty of Letters and Culture, English Department, Udayana University
Denpasar-Bali

ABSTRACT

Currently, knowledge era is not only concern on books but also technology use as the product to enhance the intellectual capability. This technology development can support the process of teaching and learning English in the classroom activities and language laboratory. Computer and audio visual is the essential media to assist a lecturer, besides books or hand out distributed to the students which also supported the method of teaching according to their needs. In this research, we have observed and analyzed 94 students from the Faculty of Animal Science in two different classes, 46 students in class A and 48 students in class B,year 2014/2015 by using Contextual Teaching and Learning (CTL) system for about one semester. Basically, collaborative materials were given on the scope of Reading, Writing, Listening and Speaking related to animals and their habits by using videos displayed that combined with ONIC DL-300 plus program provided at the English laboratory, Faculty of Animal Science, Udayana University as the supporting element in teaching and learning English. The progress of learning English can be observed and analyzed from their result of evaluation in the classroom and language laboratory. In this case, the result of achievement evaluated from their final scores of soft skill including assignments and participation, practicum, mid test and also final test. It showed that 100% students passed the final range scoring in class A and 96% students passed in class B.

Keywords: audio visual, collaborative materials, computer, and technology.

1 INTRODUCTION

Sitepu (2014) conveyed that the resources of learning is essential in giving information and knowledge to students since they can learn how to learn individually in the future without depend on others in the future; learning for their entire life (life-long learn); to build up a learning society; and educated society. In his statement, highlighted that importance of teaching aids in giving a relatively more concrete experiences, motivate, and enhance the memories of students in studying. Innovation of teaching and learning are essential to improve students' ability to learn English as a second language, particularly for Asian. Major problems in reading, writing, listening and speaking

continually found in class activities even though these students have been studying the language since kindergarten. The class atmosphere will be influencing their way in studying the English and building up motivation is required for them, if they have it in short term as in the university. Pardiyono (2010) mentioned that comfortable condition of classes and students can optimize their result of learning by creating an enjoyable, relax and unstressed situation. So, they can understand that they should cooperate in the process of learning and realize what should be prepared in learning the second language. Animal science's students have special problems regarding their background of knowledge and culture. These influence to the process in which lecturers have the position to consider the suitable solution of problems for those science students.

Recently, media such as: computers, film, radio, television, etc. are supporting elements or teaching aids for the lecturers or teachers in order to give a concrete experiences, motivate and increase their memorizing and understanding the knowledge through technologies. Swan (2003) explained that online environments support learning outcomes are generally equivalent to those resulting from traditional, face-to-face instruction. On the other hand, unique characteristics of the medium may afford and constrain particular kinds of learning suggest certain strategies and approaches that might enhance the learning effectiveness of online. These are connecting what is known, or think to be known, learning in asynchronous online environments. So, in this globalization era technologies accommodate the requirement of information. The varieties of resources study assist students and lecturers besides books or literatures, field study in the society and surroundings. Moreover, ONIC DL-300 plus program is a program installed in the computer which could be effective in teaching and learning especially for English since it can control the students ability and concentration to study by screen transfer from the main computer and students' computer being used. This media is used to transfer the messages and stimulate the process of learning to the students. Software and hardware as the combination media for learning are used as resources of studying besides environment, teacher or lecturer who also involved and support the education.

Contextual Teaching and Learning (CTL) is an active process of studying a language by developing students' skill of English, competence and their interest. The teacher transfers his or her knowledge to the students by using creative strategies to enhance their capability in learning the language as of: applying content of subject within experiences of students in order to give meaning to the lessons. According to Johnson (2014), the system of CTL is the process of education to assist students in combining academic subject within their daily context of activities i.e. context of individual condition, social and culture. In this case, components of meaning are created based on their experiences.They could learnexpressing their ideas through thinking on what they have found in their surroundings which related to their subject of study. Animalscience's students at Udayana University have been using this CTL for the system of learning and teaching English. It is useful for them to use this kind of system since they are short period students who study English, not similar to those who continually study the language as in English Department. They have difficulties in reading, writing, speaking using the language and listening to the language especially English since their concern is mainly related to animal sciences which mostly implementing Indonesia language in the method of teaching and learning for most subjects in this faculty. These problems can be solved out by the use of language laboratory after the session of meeting in class.

2 METHOD

The method of research descriptively and qualitatively conducted, consists of:

(a) Data was collected and sorted from the two classes (class A and B) in the Faculty of Animal Science, Udayana University.

(b) Data was analyzed from major cases found in the classroom that can be explained in detail with example of the scope of discussion and give further information related to the findings. Contextual Teaching and Learning (CTL) theory was used in the observation and analysis of data. The result mentioned with the total number in percentage was the final scoring found in the study but not given in detail numbers.

3 FINDINGS AND DISCUSSION

3.1 Computer Media as Controlling System

Three hours studying within two hours lesson in classes and additional of an hour practicum had forced the students to improve their skills of English. It is supported with the facilities of multimedia laboratory with the system installed in the computer. Actually, this lab provided with 19 (nineteen) computers and 1 (one) main computer for the lecturer. The function of the main computer is design to be able to control student activities through the screen and insert additional materials required during the practicum.
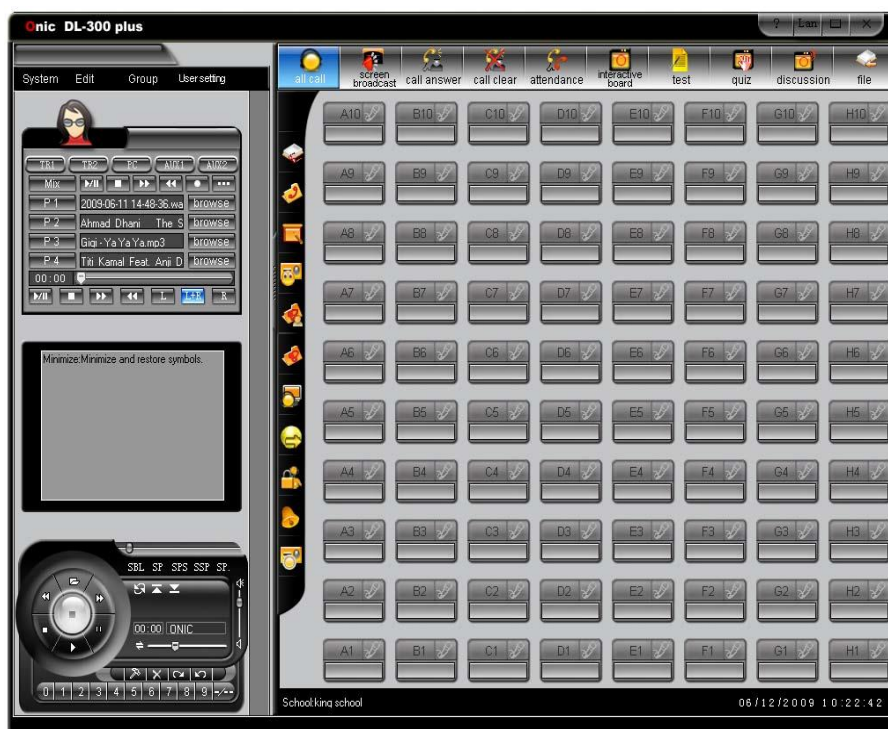
Fig.1. Main Computer Display
(Teacher's Manual ONIC DL-300)

At the above display multi function can be executed by the lecturer on screen to make sure that unfocused students can still be captured by pressing the interactive board, even

though observation around the practicum is possible to do. Transferring teacher's screen can also instructed by the lecturer to the whole students' screen in order to share together what videos or materials being prepared by clicking on the screen broadcast. In this case, interaction between lecturer and students can still be organized since call answer program provided on the main computer for the lecturer and also students. In addition, quiz, test and discussion for reading, listening and speaking within the recording voices can also be used by the teacher and assigned to the students during the practicum. Since there were big number of students in year 2014/2015 and limited numbers of computers provided, so each class (A and B) grouped into 18 students to enter the lab in 2 days session. Mostly, lecturers taught in the lab for practicum approximately 3 hours on Tuesday and Thursday. It was found that those two classes were serious in each meeting to participate in the individual, pair works and discussion observed from their activities and attendance. In most of the time, students worked individually through self learning and in some cases they worked in pairs or groups for the activities of recording and discussions. Regular meeting for the students can increase their knowledge and ability of English after 6 (six) months studying.

3.2   Combination Materials in Teaching and Learning

Warschauer (2010) conveyed that new technologies diffusion have contributed to the teaching and learning. These have the important role as aid of teaching of second language writing. AWE software programs also include tools for teachers to comment on student drafts, some teachers use the tools to increase amount of instructor feedback to students besides Blogs, wikis, automated essay scoring, and open-source netbooks that can assist writing instruction. Thoughtful use of these tools can enhance effective instructional approaches emphasize writing for meaningful social purposes, mastery of relevant genres, and development of students' academic language proficiency. His papers mentioned that technologies have taken the right position for learning and teaching experiences, especially for writing. Eventhough his research was using different software, but it has similar benefits with ONIC DL-300 system used in the multimedia lab of Animal science Faculty as of:

(a)   to clarify the messages transfer to the students
(b)   time efficiency and man power
(c)   interactive process of learning
(d)   to improve the quality of skills
(e)   to motivate students self confidence
(f)   to equalize experiences and heterogeneity perception of students

ONIC DL-300 system cooperates with the curriculum use in the university for the English subject of study. The system cooperates with the curriculum use in the university for the English subject of study but General English (Reading, Writing, Listening and Speaking) materials are collaborative materials in which texts and topics used in classes and practicum related within animals concern i.e. if lecturers are presenting the topic of *Animals' Product,* so material or text are related to the subject. Preliminary task was conducted by giving the students an assignment to find out the meanings of words as of: calf, dairy, beef, ruminant, poultry, feather, eggs, etc. Then, texts for discussion were related to ruminants, non ruminants, including poultry's product so students have to listen and concentrate on the discussion, mention related to their knowledge and list them with ONIC system.

On the above photo we could explain that there is a combination of computer white with wider screen to be viewed for the material and students screen for them to write the assignment as being instructed and even sent through e-mail with the internet connection. It can be found that 2 (two) classes able to transfer their knowledge by mentioning and listing the items as further discussed: Students were interested to use the system because this system fulfill their requirement of learning and studying English. The utilization of technology attracted their attention and realized them of the important to be confident, active to be a student as the key to succeed good marks.

Domesticated animals	Animals' Product and Benefit	
Cattle	Meat	food (meat ball, steak, barbecue, beef soup, etc.)
	dairy milk	butter, cheese, yogurt, and ice cream
	Hides	leather for shoes, jacket, bags, sweater, carpet, drum, etc.
	Horns	accessories (necklace, earrings, rings, bracelet, etc.)
	furnish materials	medicines, soap and glue, body scrub
Chicken, duck, goose	Meat	food (meat ball, nugget, sausage, steak, soup, etc.)
	Goose feathers	Accessories (hat, carpet, etc.)
	Eggs	meals, accessories, artistic vase, etc
	chicken feathers	shuttle cock, accessories
Sheep	Meat	food (soup, barbecue, etc.)
	Wool	clothes, carpet
Goat	Meat	food (soup, satay, etc.)
	Milk	yogurt, ice cream
Pig	Meat	food (meat ball, soup, etc)

At the above table showed that students can realize, express their ideas in oral and written that they gave listed. They explained and mentioned that the whole domesticated animals' meat used for human as food to eat, have benefits for human life and cattle seemed to have multi use for its product of meat, milk, hides, horns, and furnish materials. However,

hides or feathers or wools or furs produced clothes and carpet, except pigs. Generally, students understood the meaning of animals' product by imagining and observing the items sold out in the market or supermarket in their daily life activities. The combination of materials as of: listening, speaking and paragraph writings can be assigned to the students for this topic of materials, but grammar mistakes and lexical choices were still found in part of the sentences but their eagerness of learning English had encourage them to continually remember mistakes and submit the correction as in Rinaldy's *et al.* (2014) assignment:

The skin of cattle usually used for the manufacture of drums, drum, bag leather, shoe leather, and can also be used as materials for clothes. Bones and horns are usually used as decoration on the wall or as a regular display that is placed in the living room, which had previously been made in the form of engraving. Meanwhile, goats produce products similar to cows, namely milk with so many benefits to cure diseases, made scrubs, and masks.

Review:

The hides of cattle provide leather for drums, bags, shoes and also materials for clothes. In addition, bones and horns areused as decoration on the wall orplaced in the living room. However, goat product is similar to dairy cattle provide milk with benefits such as: to prevent diseases, body scrubs, and mask.

It seemed students find difficulties in finding the suitable lexical choice for their sentences, especially for specific items such as skin should be replaced into hides, to cure into to prevent, made into body. Conjunction words for the second sentence in addition and repeated words and unfamiliar words should be repeated such as: usually, which had previously been made in the form of engraving. However, students have the ideas to create English sentences and made correction afterwards besides Indonesia language as their first language (mother tongue) influence could not be avoided in the process of transferring in writing and also speaking. In this case, lecturer had to give explanation that terminology of animal science should be noticed by the whole students by giving them specific dictionary for guidance. Drilling was the important part to be decided to remind their mistakes so understanding of contextual meaning necessary for the whole students.

3.3   Contextual Teaching and Learning (CTL) and Audio Visual

CTL approach intends to assist teachers or lecturers by relating their concept of materials within the reality situation of students and motivate them to make a relationship between the knowledge they have in the daily life implementation of students as part of the society (Aqib, 2013). This concept has been conducted with the animal's science students and mainly important to direct their understanding of the scope of studying English since combination and collaboration of teaching is required. Related materials with the animal topic created to improve and encourage students' capability through discussion in classes and laboratory.

Audio visual media short duration video and listened to native speakers talking intensively for about 14 (fourteen) times of meeting had made the students interested to study by introducing topics of material in an interactive and relax ways in understanding the language. However, the use of this kind of media is not for the whole session of meeting in classes but considered for particular subject as of: Terminology of Domesticated Animals in which they were taught concerning on the name for baby animals. Previously, brainstorming was given by lecturer in order to ask in general several of animals they can find in their surroundings and name of baby animals. Then, students gave the answers but most of them did not realize the difference words used for

those used in animal science. Video of baby animals was presented twice because at the first sight students shock to hear the speed of language spoken by the native speaker. In contrast, after the second trial it seemed they got familiar with the voice and understood the meaning by listening and reading small text captured, listed them one by one on the computer or papers, i.e. baby pig is called piglet, baby cattle or cow is called calf, baby goats are kids, etc. They learnt how to pronounce the words and notice the meaning which was repeated by the speaker who can also act as an instructor for them.

Learning resources and system approach of CTL has the potential to be changed into cognitive, affective and psychomotoric experiences for the students and instructor to guide them in studying English. Students were given an assignment in group to report all of their activities in classes and practicum in order to know their team work as a proof and additional point. Effectiveness of teaching and learning in case majority of students passed in the final scores and range. 94 (ninety four) students of Animal Science were classified into 2 (two) classes, Class A and B. The evaluation scores, consists of: 10% of assignment and disciplines, 30% of Mid Test, 20% Practicum and 40% Final Test since this is 3 (three) points credit scores. The overall evaluation for around 16 times of meeting including test and practicum showed that 100% students passed in class A and 96% students passed in class B. It meant that good result had been achieved from the majority number of students passed in this semester with the innovation made in teaching and learning English.

4   CONCLUSION

Facilities provided in an institution of education and innovation designed to stimulate the students' skills in improving themselves are the responsibility of teacher or instructor and also students obtain and understood with the knowledge for their future plan. CTL and media have been used to explore their experiences and connect them with the combination of four subject of study in reading, writing, listening and speaking. These could increase the process of learning and teaching in classroom and laboratory.

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TEACHING REAL-LIFE EXPERIENCE IN TRANSLATION CLASS: THE APPLICATION OF MULTIPLE INTELLIGENCES TO FACILITATE STUDENTS' DIFFERENT LEARNING STYLES

Ardianna Nuraeni
anna_aeni@yahoo.com.sg

Fenty Kusumastuti
fekusumastuti@gmail.com

FIB UniversitasSebelasMaret Surakarta
Jl. Ir. Sutami 36A Kentingan Surakarta, 57126

ABSTRACT

Teaching a class of translation practice done conventionally only makes students bored because they are only demanded to do activities such as sitting, reading (the Source Text), opening dictionaries, and writing (the Target Text). As a result, students have a perception that a translation class is not interesting and, with this concept in mind, they will surely participate passively in the class. Based on the phenomenon, this paper presents (1) ways to teach a real-life experience in a translation class by designing various interesting activities and also (2) the essence of each activity related to Howard Gardner's Multiple Intelligences (MIs) as reflected in translation class' lesson plans to facilitate students' different learning styles. Creating various activities that can teach them a real life-long experience in the nature of translating texts will be a solution to facilitate students' different learning styles. Gardner's MIs can then be applied to be used as the basic consideration to design a course plan and activities in a translation class. Students with linguistic intelligence, for instance, can easily help other students to brainstorm and connect ideas; while students with spatial intelligence enable them to recreate mental maps of the translation process. Nonetheless, not only beneficial for teaching translation, MIs are also proven to activate their engagement and enthusiasm during the teaching learning process. This paper is highly referred to those who are interested in translation teaching and learning activities, especially to make their students aware of the nature of translating with all the difficulties and ease that go hand-in-hand when they practice translating texts. In conclusion, the lesson plan presented in this paper can become a prototype of teaching real-life experience in translation class by using different learning styles.

Keywords: Multiple Intelligences, teaching translation, teaching techniques, learning styles,learning strategies

1 INTRODUCTION

In a class of translation practice, students' learning activities are focused on translating a given text presented in the Source Text (ST) into the Target Text (TT) because one of the objectives of the class is that students have to be able to produce an accurate, acceptable, and readable translation. Teachers often design the class activity in a conventional way, which means that they only ask their students to translate a text (both at home and in classroom) and submit it. This teaching technique is believed not really good, since it cannot accommodate the students' different way of learning. Those who feel bored with such an activity will not actively participate in the class discussion. As a result, many of them often do cheating usinga "copy-paste strategy" in completing their task.In fact, students coming from various family backgrounds, cultures, religions, and experience shape them to be individuals having different tendency of how to learn and know the world. This affects the way they learn in translation class as well. That is whyteachers should recognize students' different learning styles and find a way to facilitate them.

In helping teachers knowing further the ways to satisfy students' different needs based on their different learning strategies, Gardner's Multiple Intelligences (MIs) can be carried outfor helping teachers in designing classrooms and instruction (activities) that meet the individual needs of many kinds of students (Fierros, 2004: 2). Multiple Intelligences (MI), as stated by Fleetham (2006), is not a curriculum, strategy, or trendy educational 'gadget' (that easily distincts) but a means to offer teachers to enchance any learning aspect in richer way. Teachers are offered an abundance ways to recognize students' specific way of learning to improve their self-esteem, self-motivation, and independence (Fleetham, 2006: 7). For this, students can gain a good academic standard and a life-long learning experience applicable to their future life.

Learning styles are 'the general approaches that students use in acquiring a new language or in learning any other subject' (Oxford: 2003, p.2). There are four dimensions of learning styles that should be recognized by teachers to carry out MIs in the class activities: sensory preferences(visual, auditory, kinesthetic, and tactile), personality types (extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving), desired degree of generality (global/ holistic or analytic), and biological differences (biorhythm factors, sustenance factors and location factors).

Fleetham (2006: 11) states that while "learning styles are the different ways in which a learner takes in information, multiple intelligences are the different skills and talents a learner uses to make products and solve problems – to demonstrate learning".Gardner's MIs covers nine types of intelligence, which can be summarized as follows (in Fleetham, 2006: 23-34):

- Visual/ spatial intelligence: one's potential to think in images and to understand how objects fit and move together in the real world using a map, a photograph, or painting, etc.
- Musical/ rhythmic intelligence: one's potential to think in sounds and to understand how music is made, performed and appreciated. It is shown by the ability to sing, compose, or play an instrument and to appreciate other people singing and playing instruments.
- Verbal/ linguistic intelligence: one's potential to think in words, and to understand how language is used effectively. It deals with the skill of reading, writing, speaking, and listening and using them to describe, inform and persuade.

- Interpersonal intelligence: one's potential to think about other people and to understand the relationships they have with them. It relates to one's knowledge of how people behave and use this knowledge to get along with them effectively.
- Logical/ mathematical intelligence: one's potential to think logically and to reason about the connections between objects, actions, and ideas. This intelligence gives people skills to create strategies, to explore, examine, and work things out.
- Naturalist intelligence: one's potential to think about and understand the natural world. It deals with the ability to recognize and classify plants, animals, and other aspects of the environment. It is about appreciating nature.
- Intrapersonal intelligence: one's potential to think about themselves and to reflect on their thoughts, feelings, and actions. It is about how well they know about themselves and what they can do with their knowledge.
- Existential intelligence: one's potential to think philosophically and to understand life, the universe, and everything. It relates to the ability to deal with questions about life, death and human existence.
- Bodily/ kinesthetic intelligence: one's potential to think in movements and to use their body. It is about the ability to control the body and things with it such as sports, dance, art and craft.

By understanding the characteristics of students' strengths and weaknesses in intelligences, a teacher should become more helpful in facilitating learning, providing constructive materials, and conducting beneficial activities through a lesson plan. Lesson plan is a tool that is useful for both the teacher and the learners: the teacher can carefully construct and follow the plans and it can also enable the learners to efficiently meet their objectives in improving their knowledge and performance (Duncan & Met: 2010). Through the lessons, the teacher can communicate the language learning by considering several practical substances, such as: identifying enabling objectives; materials and equipment; and activities. The objectives should include the basic skill and the life skills that are necessary to achieve the objective. Materials and equipment are important to assist the efficiency of the activities to be carried out as planned. Activities itself must consider the variety of type, the modality of skills, and the formats of control. A good lesson design is composed of the following stages: Warm-up/Review, Introduction, Presentation, Practice, and Evaluation.

Teaching translation, as said by Hubscher-Davidson, has to provide students with skills and competences as those the professional translators possess to prepare them to become a translator, especially those who consider translation as their career. And this is what we refer to"teaching real-life experience in translation class".Translation students can do exercises designed by their teachers that are similar to the situation in which they will be involved when they become a translator in the future after they graduate from school (Claramonte, 1994: 191).

2   DISCUSSION

As mentioned in the objectives of this paper, the following is the example of activities that can be designed by translation teachers to make their students closer to the world of translation. With the main consideration of carrying out Gardner's MIs, a particular activity in a translation class can have a combination of the different

intelligence types. As said by Palmberg (2011: 6), in real life, classroom exercises cater for at least three or four learner types at the same time.

Example of Translation Activities

Types of Multiple Intelligences									Activities
Verbal/ Linguistic	Visual/ Spatial	Bodily/ Kinaesthetic	Logical/ Mathematical	Intrapersonal	Interpersonal	Musical / rhythmic	Existential	Naturalist	
√	√	√			√				Reviewing the theory of translation
√	√				√				Analyzing Source Text (ST)
√	√	√		√					Translating texts: Overcoming problem 1: Looking for definition of difficult words or terms in dictionaries
	√	√		√					Overcoming problem 2: Looking for pictures
√	√	√	√	√					Overcoming problem 3: Looking for parallel texts
√					√				Overcoming problem 4: Asking to others who know better the topic of the texts being translated
√		√	√	√	√				Conducting a survey on translation quality assessment (acceptability and readability)
√	√		√	√	√				Discussing students' translation

2.1 Activity 1: Reviewing the theory of translation

Reviewing the theory of translation is an introduction activityhaving a purpose to remind the students of the theory of translation they got in the previous semester so that they can apply the theory in the class of translation practice. Students can recall a number of translation techniques that can help them to restructure the Target Text (TT). In addition, they also review the aspects to assess their translation quality to produce an accurate, acceptable, and readable translation. This activity is done in a classroom with a laptop (computer) and LCD projector. Teachers present the materials in a Power Point by making use of a LCD projector. In maintaining students' attention, a Power Teaching technique can be applied (see the video examples: Power Teaching Basics at http://www.youtube.com/watch?v=eBeWEgvGm2Y and Power Teaching in College at http://www.youtube.com/watch?v=x6rOIOW2Jf0). This technique demands students to re-explain what their teachers have explained to their friends sitting next to them.

Students are then invited to imitate their teachers' hand movement and tone of voice, too. This activity can accommodate the need of students having visual, verbal linguistic, bodily kinesthetic and interpersonal intelligences to explore their capabilities, while students having different learning styles from those mentioned previously are automatically encouraged to balance their partner and to do better in this activity.

2.2 Activity 2: Analyzing Source Text (ST)

An activity of analyzing ST is the first step of a translation process that has to be done by translators before they transfer the message into TT and restructure it using the appropriate diction, grammatical structure and culture of TT (Nida&Taber, 1969: 33). The analysis of texts is purposed to make the students more familiar in identifying the terminology used, the register, language style, grammar,intention of the text, etc. (Claramonte, 1994: 186-187).By doing this activity, students having verbal-linguistic intelligence as their learning style can learn optimally by interpreting ideas and information via language as well as understanding relationship between communication and meaning (Gardner in Palmberg, 2011) This is in line with the main principle of translation, i.e. translation is a means of communication functioning as a bridge between two parties having problem with different languages (Bell, 1991: 15). In the activity of translating a text, a competence of analyzing the meaning or message linguistically is the first competence that should be possessed by a translator since s/he will surely work with, at least, two languages. This is what Neubert (1994 in Wuryantoro, 2007) and Bell (1991: 36-37) called *linguistic competence*.

2.3 Activity 3: Overcoming translation problem 1: Looking for definition of difficult words or terms in dictionaries

The stage of analyzing a text, as mentioned earlier, happens simultaneously with the occurrence of problems in translation, particularly problems dealing with linguistic and cultural matters. The linguistic problems can present in many forms ranging from the word level, phrase level, to the clause level. The first strategy a translator does when facing difficult words to translate is usually to consult to dictionariescovering monolingual dictionaries, bilingual dictionaries, or specific dictionaries such as dictionary of idiom, dictionary of slang, or dictionary of economic terms."When a translator does not know an ST item, s/he can refer to a dictionary" (Kim, 2006: 286). At this point, students learn of how to possess linguistic knowledge. With this activity, it is obvious that linguistic intelligence dominates the process of learning. In the table of Example of Translation Activities above, visual-spatial intelligence can also be triggered since students have a wider chance to see not only a set of words but also pictures of some specific words, mainly when they look for the meaning of a particular word in online dictionaries.

2.4 Activity 4: Overcoming translation problem 2: Looking for pictures

To overcome the problems in the process of translating a text, a strategy of translation by illustration can be tried (Baker, 1992: 42). For example, noun phrases of "building stones" and "stone building"are often confusing for students. Besides asking the students to identify the Head of the two nominal phrases, we, as translation teachers, have to give them an alternative strategy to make them aware of the risk of meaning distortion when they wrongly translate them.The strategy of looking for images in translation can be done to check the translation accuracy. To do this activity, students must be equipped with computers connected to the internet. They can surf in the internet by searching,

identifying, analyzing and concluding the correct picture that equivalently describes the phrases of "building stones" and "stone building".

Such an activity, looking for images in the internet, is done to train the students how to make use of the material equipment both in class and outside the class. In translation world, *strategic competence* and *instrumental competence* are the other competences that have to be mastered by translator (PACTE, 2003). The first refers to the knowledge to identify problems in translation and to solve them and the second means the knowledge related to the use of documentation sources and information and communication technologies applied.

The explanation of how this strategy works shows the teachers' way to facilitate students having visual spatial intelligence. They can learnbetter to analyze text by observing pictures and understand the relationship between images and meanings (Gardner in Palmberg, 2011). Finding the picture, illustrations, maps, and tables is very interesting for those who tend to have visual spatial learning style.

2.5 Activity 5: Overcoming translation problem 3: Looking for parallel texts

Looking for parallel texts, i.e. "to compare texts which deal with the same topic in both languages" (Claramonte, 1994:191), is also very useful to solve a problem in translation. It is said so because this strategy can be done by asking students to look into and take the texts from magazines, newspapers, journals, encyclopedias, books, etc, so they can be more familiar with the vocabulary and expression usually used in a particular issue. Searching parallel texts can be done online and offline, which means that the students are allowed not only to explore parallel texts in the internet as many as possible but also to look for them from a number of printed sources. The use of technology, such as internet, is an example of training in practicing translation that students have to experience. As Hubscher-Davidson said, technologies in teaching and practicing translation are very significant because students need to have knowledge of how online tools can help them and benefit in their task. It is also in line with Anderson's concept of *declarative knowledge (knowing what)* and *procedural knowledge (knowing how)* of a translator in which knowing the address of web pages that are useful for translator documentation and knowing how to use a web page to guarantee a translation's precision are very essential (in PACTE, 2003)

Such activitiesencourage students to move and explore various sources to strengthen their learning style of linguistic, intrapersonal, interpersonal, and also visual intelligence. Reading some references obviously shows the use of students' linguistic and intrapersonal intelligence, where they are trying to understand and absorb knowledge from various sources. Youtube's videos of which the students sometimes refer to show the use of visual spatial intelligence type. Plus, interpersonal intelligence can also be sharpened by having a discussion with their classmates or when they have to work in pairs or in group.

2.6 Activity 6: Overcoming translation problem 4: Asking to others who know better the topic of the texts being translated

Another strategy in completing a translation task can be done by asking those who know the topic of the texts being translated. For example, when students are given a text discussing law issues, they are encouraged to have a discussion with persons having law background knowledge to check the validity of the law terms used in the text and their translation. The discussion can be focused on the meaning equivalence and the naturalness of the translated terms. This task is an example of the way to enhance

students' intrapersonal and interpersonal intelligence. This stage gives the students a chance to communicate with themselves on how they firstly process the ST, transfer the ST message and review their considerations in the process of decision making.The interaction show how the students can improve their interpersonal intelligence, trying to see other people's point of view to understand what they think and interact with others (Gardner in Palmberg, 2011: 5).

2.7 Activity 7: Conducting a survey on translation quality assessment (acceptability and readability)

An outdoor activity can also be designed by teachers to make students more enthusiastic in joining translation class. Activities to assess their translation acceptability and readability, for instance, are great to sharpen their linguistic, bodily-kinesthetic, intrapersonal, interpersonal and logical intelligences. After translating a particular text, students are demanded to give their translation to three or five target readers. The target readers chosen depend on the TL, meaning that when the TL is Bahasa Indonesia the students have to see and interact with Indonesian people, and when the TL is English they usually work harder to contact English native speakers. These target readers are then required to read the translation and the students should do some techniques to check the readers' comprehension. This can be done by asking the readers to retell the content of the translation or to answer a number of questions related to the translated text. This technique is called *Comprehension Test*(Larson in Hosseini, 2008).According to him, the purpose of this test is to see whether or not the translation is understood by the target readers and whether or not the translation is successful in communicating to the intended audiences. Besides that, the students are suggested to take some notes on the target readers' comments related to some parts of their translation that are still difficult to understand. After getting the input from the readers, they can revise their translation to produce the better one.Such a rather complex task is good to make the students experience themselves the way to get feedback from the readers, in which they initially start a communication to other people and at the same time get advantages to produce more qualified translation than their first draft.

Since this kind of activity demands students to move from their seat in class and to go meeting people outside, they are indirectly required to be more active by maximizing their bodily-kinesthetic intelligence. Logical intelligence relates to their efforts to complete the task, i.e. by applying a number of strategies to translate the ST and to find the solution from the readers' feedback.

2.8 Activity 8: Discussion: Students' presentation

In thediscussion session, two students are invited to have a presentation of their translation versions. They have to present their own versions to be compared and discussed with their classmates. A number of MIs are applied here. As we can see from the course plan above, verbal linguistic, visual spatial, intra-personal, and interpersonal intelligence, are hoped to be developed. At this session, students are encouraged to express their comments, opinions, arguments, inputs, suggestions and revisions dealing with (1) the presenters' translation accuracy, acceptability, and readability, (2) the strategies they used to overcome certain problems when translating, and (3) their experience when translating the Source Text. This discussion activity can facilitate those who love to speak and use words. It is also beneficial for those who have intra-personal intelligence since they can learn and analyze individually the result of their friends' discussion. In the discussion activity, students can express their opinion and feeling by speaking out the *special translation task*that has to be done outside the

classpreviously.The *special translation task* means that the students are demanded not only to translate the text, but also to write their reasons, arguments, experience and references when translating the text. Their writing covers the difficulties they face when translating the text, their effort to overcome the difficulties, the reason why they finally chose certain dictions or expression, etc.

In addition, those who tend to have visual-spatial intelligence are able to engagemore actively in the discussion by looking into the material of the presenter that usually consists of both words and pictures. They can also check each other's work by presenting proofs of the stronger arguments and references using computers connected to the internet. With this, they have a chance to explore the virtual world by reading, looking at pictures, diagrams, etc. In other words, such an activity can develop various intelligence types at the same time.

As promised in the beginning of this paper, an example of translation lesson plan that can facilitate and develop students' different learning styles and intelligence is presented as follows.

2.8.1 Lesson Plan

Class: Translation

Time: 100 minutes

2.8.2 Lesson Objectives:

(a) Translating simplex and complexclauses from English into Bahasa Indonesia.
(b) Identifying problems in translating simplex and complex clauses and having strategies to solve the problems.
(c) Assessing the translation quality (accuracy, acceptability and readability)

Language Skills:
Nominal groups, verbal groups and simplex and complex clauses
Life Skills:
Studentsexperience various learning strategies and learning styles through the process of translating.

Materials:	**Equipments:**
• Simplex and complex clauses (handouts, power point)	• LCD Projector
• Texts consisting simplex and complex clauses (to translate)	• Computer/laptop and internet connection
• Translation Quality Assessment Checklist	• Papers and pencils

2.8.3 Stages of the Lesson:

Warm-up/Review (10 minutes)
From previous lesson, review what students know about nominal groups andverbal groups and the different characteristics between the groups in English andthose in BahasaIndonesia.

Introduction
       Introduce simplex and complex clauses to students and strategies to translate them.

Presentation (20 minutes)
       Ask students to read the ST consistingsimplex and complex clauses and to identify the difficulties of some words in it.

Practice (50 minutes)
   1. Have the students translate the ST.
   2. Guide the students in overcoming the problems in translating words or expressions in the ST by applying a number of translation strategies such as:

   - Looking for definition of difficult words or term in dictionaries
   - Looking for pictures
   - Looking for parallel texts
   - Asking to others who knows better the topic of the text being translated

   3. Have them exchange their translation with another pair and discuss as a group dealing with the accuracy, acceptability and readability of the translation.

Evaluation (20 minutes)
       Ask the learners to present the result of the group discussion and to review what they have learnt in the class activities.

       The discussion in this paper shows how MIs are carried out in the classroom activities by designing the lesson plan. The activities are purposively to make the students aware of the nature of translating with all the difficulties and ease that go hand-in-hand when they practice translating texts. In addition, the example of the lesson plan above can become a prototype of teaching real-life experience in translation class by using different learning styles with other units of translation.

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TRANSLATION AS A METHOD OF TRANSFERRINGINTERCULTURAL PRAGMATICS IN FOREIGN LANGUAGE TEACHING/ LEARNING

Ida Bagus Putra Yadnya
putrayadnya@yahoo.com

Udayana University
Denpasar, Bali

FardiniSabilah
fsabilah@yahoo.com

University of Muhammadiyah Malang
Malang

I Made Rajeg
Udayana University
Denpasar, Bali

ABSTRACT

In response to new thinking about foreign language teaching and the rising need to facilitate learning in foreign language classes, translation is a pivotal method use of first language (L1) in teaching second language (L2). Translation method can provide the learners with holistic challenging projects, involving problem-solving, and integrate linguistic, cultural, and pragmatics knowledge beyond communicating using language (Machida, 2008). Pragmatics knowledge deals with meaning that the speaker needs to co-construct and negotiate along with the listener within a given cultural context and given the social constraints. In the foreign language teaching, inevitably, learners will relate their pragmatics knowledge that they have in their L1, their other language which is currently their dominant one, or perhaps some other languages to the pragmaticss of the target language community.

This paper is focused on the role of translation as a method of transfering the intercultural pragmatics in teaching foreign language in Indonesia i,e. English. Inthis context, translation should be understood in a wider perspective than just as an 'act of translating' in teaching/learning process. The ultimate goal of this paper is to explore effective ways of using the 'act of translating'to promote the learners' better in foreign language competence and to develop their communicative skills, understand the linguistic and behavioural patterns both of the target and the native culture at a more conscious level. All in all, transfering the intercultural pragmatics in foreign

language teaching using translation method can worthly develop intercultural and international understanding, adopt a wider perspective in the perception of the reality, make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, translation, and communication.

Keywords: intercultural pragmatics, pragmatics knowledge, foreign language teaching/learning

1 INTRODUCTION

In this era of modern language teaching, communication is becoming increasingly pragmatics which is bridging a gap to the use of target language from different cultures, different conceptualizations, or different first language. Having pragmatics ability means being able to go beyond the literal meaning of what is said or written, in order to interpret the intended meanings, assumptions, purposes or goals, and the kinds of actions that are being performed (Wierzbicka:2008). Currently, the priority heralded in the field of English language learning is on communicative competence, whereas according to some linguists, communicative competence is closely related to the other competence, that is, cultural competence. If these two competences, communicative and cultural competences, are combined, they will generate intercultural competence, herein lies the pragmatics ability to be observed.

One of the main aims of foreign language teaching is to develop the student's ability to communicate in the target language. Translation happens everywhere and all the time. The students translate in class for other students, interpret signs and notices in the environment, and translate instructions, letters for friends and relatives. Moreover, they mentally translate ideas from their mother tongue into English. Hence translation can be looked at different point of view. It is considered to be a process or product of converting information from one language to another language. As a form of communication, translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching. House (2009:59) stated that translation has been pedagogically proposed as a means for learning and teaching a foreign language. This is true since the language learners are bound to learn a foreign language through their own or relate it to the language they already know. The roles of translation as a method of transferring the intercultural pragmatics in EFL teaching/learning are very comprehensible. The learners acquire the knowledge about the target language more effective because it creates more opportunities for them not only on the meaning, but also on the form of the text. In addition, the act of translating as working back and forth between L1 and L2 can naturally bring not only explicit attention to the form and meaning of the text, but also discussion on linguistic and non-linguistic forms (Machida; 2008). This means that translation as a method of EFL teaching/learning could transfer the intercultural pragmatics norm that is the aspects of L1 and L2 cultures in the meaning of utterances. This paper is focused on the roles of translation as a method of transferring the intercultural pragmatics in teaching foreign language in Indonesia i.e. English.

2 CONCEPTUAL FRAMEWORK

2.1 Intercultural Pragmatics in EFL Learning

Theoretically speaking, intercultural pragmatics can be described as the use of target language with a social and culturalunderstanding of the target language. The usage of the

language itself is not only in the linguistic forms, but in the forms of behaviors and abstract thinking as well. As stated by Liddicoat, et.al (2003: 46) an intercultural language learning involves developing with learners an of their own language (s) and culture(s) in relation to an additional language and culture. It is understanding a dialogue that allows for reaching a common ground for negotiation to take place, and where variable points of view are recognized, mediated, and accepted. Moreover, Liddicoat explained that intercultural language learning develops in learners' procedural knowledge for recognizing, valuing, and responding to linguistic and cultural variability through processes of inferring, comparing, interpreting, discussing, and negotiating meaning in a non-judgmental manner. It extends beyond language and culture learning based on the presentation of cultural facts and the development of declarative knowledge.Intercultural competence focuses on the ability to communicate and to interact.It is defined as the ability to interact effectively with people from different cultures. Byram (1997) claims that intercultural competence consists of five main elements, or 'savoirs', as he calls them including (1) attitudes,(2) knowledge,(3) skills of interpreting and relating,(4) skills of discovery and interaction,and (5) critical cultural awareness. Itis expected to make students understand their own culture and foreign culture better. This concept has a foundation that the success of the communication that occurs between two people from two different cultures is not only determined by the mastery of the lingual aspects in terms of its grammatical structure but also its sociopragmatics and so the ability to capture, understand and have empathy for the culture of his communication partner.

Santoso (2012) proposed three main purposes of this intercultural competence in foreign language teaching. First, it is to equip the learner with the ability to understand something "foreign" (foreign culture), including the foreign values. Second, foreign language learning that has intercultural insight is related to the learner's affective domain, that is, to develop empathy and tolerance to something "foreign" or anything that comes from outside his cultural circle. Third, intercultural foreign language learning intends to eliminate negative stereotypes towards foreign culture believed by the learner. Therefore, the definition of competence proposed by Bennett (2011), that intercultural competence is a set of cognitive, affective, behavioral skills and characteristics that support effective and appropriate interactions in different culturalcontext is appropriate. Three domains of learning objectives, namely cognitive, affective, and behavior are included in the English language learning that leads to this intercultural competence.

The intercultural pragmatics learners are those who have different cultures, different conceptualisations, and different first languages, and who use a grammaticallycommon language or lingua franca [such as English], but a pragmatically highly diversified instrument of communication representing not only different cultures, but also different norms and values (Pütz, 2008; 13). Having the intercultural pragmatics knowledge merely refers to the learners effective communicative abilities in using target language without any linguistic, social, and cultural barries. In EFL learning, the intercultural pragmatics is a pivotal aspect since the current goal of L2 learning in Indonesia is directed to an intercultural communicative competence (ICC). As stated by Byram (1997) ICC is the combination between communicative competence and intercultural competence. Byram also developed a theoretical framework of the teaching and the measurement of the ICC as a contribution to the development of foreign language teaching.

In addition, Lundgren (2006) offered a theory of the relationship between communicative competence and intercultural competence in relation to the first language (L1) and second language learning (L2). The following chart and explanation describe the relationship.

Figure of the relationship between Communicative Competence and Intercultural Competence.
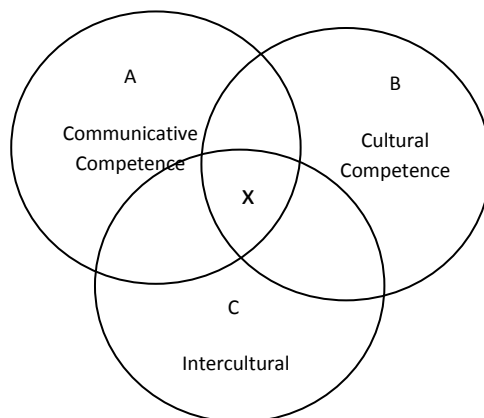
Explanation:

A = reading, writing, listening, speaking, genre, register

B = everyday culture, popular culture, ideas, beliefs, perceptions, artifacts, behavior, institutions, history, geography, literature, art, music, gender, class, etc.

C = the general ability of the cross-curricular namely adaptability, tolerance, accept other views, empathy, flexibility, cultural awareness, embodies the concept of ethnocentricity, stereotypes, social constructivity

L1 = mother tongue, L2 = target language, BL1 = learners' culture, BL2 = target language culture, X = intercultural communication competence

The above explanation shows an interrelationship among communications, culture, and interculturality. These three fields are closely related to the development of foreign language learning because it is very significant to the development of communicative competence and intercultural understanding in an integrated manner rather than as a separate skill or competence.

2.2   Translation as a Method in Intercultural Pragmatics Teaching/Learning

As the introduction of this sub-topic, the basic concept about translation is briefly discussed here. Translating consists in reproducing in the receptor language the closest natural equivalent of the original message, first in terms of meaning and secondly in terms of style. Translating must aim primarily at "reproducing the message". To do anything else is essentially false to one's task as a translator. Therefore, the translator must strive for *equivalence rather than identity*. In a sense this is just another way of emphasizing the reproduction of the message rather than the conservation of the form of the utterance, but it reinforces the need for radical alteration of a phrase. (Nida; 2008).

Translation as a method in EFL teaching/learning is directed to train the learners as the interpreters. There are many benefits the learners could get from the activities of interpretation; one of them is to enable those recognizing new words and some language patterns. Besides, the using of translation in EFL class is also to boost learners' ability to mediate between cultures, to explain one to another, to push and pull of the source and target language. Understanding both L1 and L2 cultures in EFL learning context consequently refers to the study of intercultural. In this present paper the intercultural pragmatics as described previously is the prior concern to discuss. The intercultural

pragmatics teaching aims to train L1 learners as monocultures to get along better in the intercultural situations. In this situation, the learners use of the intercultural pragmatics as the base line of interpretation the source. Therefore, the 'act of translating'in EFL classroomis to promote the learners' better in intercultural pragmatics ability especially to develop theircommunicative competence.

House (2009:63—65) views translation as an activity with a number of advantages for (1) it helps in the development of proficiency by economically and unambiguously explaining the meaning of foreign language items, (2) in exploiting their knowledge of a language they are already familiar with translation activities, learners increase their confidence and motivation to learn a foreign language,(3) translation promotes explicit knowledge about the foreign language and helps develop awareness of differences and similarities between the native and the foreign language systems,(4) language awareness enhanced by translation has also broader educational benefits since it promotes cross-cultural understanding, and (5) translation activities can be used to develop communicative competence in a foreign language.

In the process of understanding the L2, translation is always controlled by the target culture, the aspects such as; structures, value systems, norms, moral, literary and linguistic conventions expediencies of the target culture always shape translations in powerful ways. Another idea behind the 'act of translating' is that translation attempts to communicate with people who spoke another language; its origins lay in social and cultural context as a means of acquiring the meaning of communication. The learners are train to be sure that their messages are convey faithfully to the other side of a negotiation, and that they understood exactly what the other side was saying to them. As a result, the translation teaching method helps the learner to improve their speaking competency due to their cultural understanding.

Considering the above notion about the using of translation in EFL context, it can be definitely stated that translation method is also used to understand the linguistic and behavioural patterns both of the target and the native culture at a more conscious level. The benefits of translation as the method of intercultural transfer is on the notion that anything that can be thought can be said, and anything that can be said can be understood, and anything that can be thought and said in one culture or language can be said and understood in another (Robinson; 1997: p.183).

3   IMPLEMENTATION

Intercultural pragmatics refers to the use and the development of pragmatics ability by the EFL learners. More specifically, it addresses the way EFL learners comprehend and produce a speech act performance in a target language and able to investigate how their pragmatics competence develops over time. The goal in EFL teaching/learning within an intercultural pragmatics is to enable the learners to participate in communication to exchange meaning and to discover, in and through social and cultural experiences of interacting in communication with others, the variability in meaning-taking, the linguistic and cultural assumptions made in constructing knowledge and ultimately to develop self-awareness of their own interpretative system, as they make meaning of the world around them and share it with others, within and across languages and cultures (Liddicoat, 2013; 63-64). Getting through to that goal, consequently EFL class need to provide good practice of implementing translating method to transfer the intercultural pragmatics. The class must open for a comparative perspective on life in different countries. It may be focused on topics like daily life activities and routines, social conventions and values, beliefs and attitudes, with the intention of encouraging the learners to compare aspects of

the target culture with their own.Below is the acts of teaching/learning hints and procedures in using translation method to transfer the intercultural pragmatics knowledge as adapted from a model of translation of Machida (2008; 143-148). As an example, this method is well implemented in EFL reading/speaking class.

3.1   3.1 Setting the Class

One of the possible ways to integrate translation in foreign language classes can be through the use of translation activities. The process of translation begins with the translator identifying the authors' intention of the source language text. The language text in this purpose is the text with intercultural pragmatics contents. In setting up the learning, the translatorin this case the EFL learners starts with the assumption that what the translator knows about source language conventions, about intercultural and social conventions of source language speakers and about people's presumed knowledge of the world is the same as thatwhich the author knows except where the translator knows that the author's knowledge differs.

Similarly the translator assumes that the author's knowledge about the source language addressees is the same as the translator's knowledge of the adressees except where there is explicit or implicational evidence to the contrary. Thisknowledge, the translator's beliefs modified by that which the translator knows the author believes in contradiction to the translator's beliefs, constitutes the discourse context or background context. The role of the teacher in this setting step is also to give a general overview to the beginning process of translation. The learners as translators are suggested to use their prior knowledge or schemata to get deep understanding on the authors' meaning onto the text, in this case is the knowledge about the intercultural pragmatics. The familiar topic areasincluding family, home, food and clothing , school, work, leisure, sports, customs, manners, greeting, politeness, body language, attitudes, values, religion, history, traditions, public holidays and other intercultural observations couldbesuggested.

3.2   Introducing the Acts of Translating in Teaching

In this second step , the teacher gives an opportunity to the learners as translators to act on the translation. First, the translator is to express in the target language, with its different set of linguistic conventions, to the target language audience, with its different social and intercultural conventions and, perhaps, different conventional knowledge of the world or the author's intention. The translator must produce an expression which permits at least that intention to be identified and, perhaps, any other possible intentions supported by the original second language text.To begin this process, the target language utterance context prior to the analysis of intercultural pragmatics discourseis subtracted from the author's intention. What remains represent the information added in processing the intercultural pragmatics discourse, including the beliefs needed to infer the author's intention.

Second step is to substitute the intercultural pragmatics discourse context of the target language interaction with the discourse context and to substitute the utterance context of the author for the utterance context of the translator. This may result in a change in the beliefs in the target language utterance context and certainly entails changes in the intercultural pragmatics discourse context. For instance, suppose that as a result of swapping out the second language discourse context for the target language discourse context, the learners find misinterpreting on certain lexical.That is to say that the translator realizes that certain lexical naming convention of the audience ofthe translation is different from that of the addressees of the target language text.

The next step is to generate an utterance related to the intercultural pragmatics discourse, with semantic representation (meaning/s) such that one of its interpretations in the new context is equivalent to the information. The translators utterance in the performance should be able to bridge the gaps between the L1 and L2 intercultural pragmatics discourse. The teacher tasks in this step is guiding the translators by giving some assistance and consultation toward the contents.

3.3   Teacher Observation and Learning Feedback

The translators product of translation is worth to be observed and given feedback by teachers. The purpose of teacher observation is to examine the presence and the absence of misconception toward the result of translation. The observation is conducting in the act of translating the text and the learners' process of presenting the results. As the instrument of observation, the teacher could employ note taking or video recording technique. The learners knowledge about the intercultural pragmatics is specifically observe through their language presentation/performance which is also can be identified through their behaviors/attitude. After the act of translating, the teacher records anything she notices in class, any reflections she has on the class, while the learners are asked to raise questions regarding the translation method as a feedback.Feedback is provided in this stage by 1) correcting individual translation work and, 2) presenting common mistakes/errors in class.

The question answer session aim 1) to understand learners' reception of the new subject using translation as a teaching/learning methodology and, 2) to improve the balance and fit between what the advanced learners would like to do and what teachers believe could help the learners. Besides, learning feedback can also be done through the questionnaire that is given at the end of the class. The questionnaire covered a) learner information, b) feedback on general aspects of the subject, c) learners' expectations of the subject prior to the class, d) feedback on actual activities/exercises in class (open questions), and, e) preference for types of activities.

3.4   Assessment and Discussion

The assessment and discussion step is the last step suggested to do in using translation method in EFL class. Best practice assessment could be done by the teacher is classroom process assessment. The act of translating conducted by the translator results in their linguistic performance, intercultural knowldge and behavior will enable the teacher to assess. The purpose of this step is to give comprehensible input about the 'act of translating' to the translators and the target of intercultural pragmatics transfer can be successfully achieved.

There are many aspects can be discussed regarding the translation method, such as the content activities, integration stages of translation, and delivery of activities. One prompt to emphasize by the teacher in this step is to tell the translators that the best translation does not sound like a translation. For example, one cannot and should not make the ancient literary sound as if it happened in the era of next ten years ago in which the pop social and intercultural discourse is happening. In other words, a good translation must not be a "cultural translation". Rather, it is a "linguistic translation". Nevertheless, this does not mean that it should exhibit in its grammatical and stylistic forms any trace of awkwardness or strangeness. That is to say, it should studiously avoid "translationese"— formal fidelity, with resulting unfaithfulness to the content and the impact of the message (Nida, 1974; 12-14).

Another purpose of discussion is to gain translation results in a meaningful way and to minimize mistakes and errors. As has already been indicated in the definition of

translating, meaning must be given priority, for it is the content of the message which is of prime importance. This means that certain rather radical departures from the formal structure are not only legitimate but may even be highly desirable.Though style is secondary to content, it is nevertheless important. One should not translate poetry as though it were neither prose, nor expository material as though it were straight narrative.

4   CONCLUSION

This writing has implications for the EFL teaching/learning about intercultural pragmatics transfer using translation method. This method proved to provide the learners with holistic challenging projects, involving problem-solving, and integrate linguistic, cultural, and pragmatics knowledge beyond communicating using language. The intercultural pragmatics, in this focus is communication cultures, norms and values. Having the intercultural pragmatics knowledge merely refers to the learners effective communicative abilities in using target language without any linguistic, social, and cultural barries.

Translation as a method of teaching promote the learners' better in intercultural pragmatics ability especially to develop their communicative competence.The using of translation in EFL ccontextused to understand the linguistic and behavioural patterns both of the target and the native culture at a more conscious level. Best practice in using translation as a method of EFL teaching/learning could be notified through the teaching procedures such as; setting the class, introducing the acts of translating in teaching, teacher observation and learning feedback, and doing assessment and discussion.

With respect to translation method in EFL teaching/learning, the intercultural pragmaticss knowledge provides a much more explicit framework for reasoning about the many choices that translators must make in producing a translation. But the central assumption of this knowledge is that language is vague and texts radically underspecified the interpretation. This is why translators must interpret utterances against a context of beliefs about the world, about the elements of the utterance context, and about the topic and related individuals and states of-affairs.

To sum up, transferring the intercultural pragmatics in foreign language teaching using translation method can worthly develop the intercultural pragmatics understanding, adopt a wider perspective in the perception of the reality, make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, translation, and communication. Above all, to be the intercultural communicative competent learners in EFL context is not only a dream, but it also could be successfully achieved.

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CLASSROOM PERSONALITY AND ENGLISH PROFICIENCY DIAGNOSTIC ASSESSMENTS FOR PRE OCCUPIED ENGLISH TEACHERS IN DIGITAL ERA

Nina Fatriana
Nf2956@gmail.com

English Education Masters Program FKIP UNILA
Jl. Sumantri Brojonegoro No.1, Gedung Meneng, Bandarlampung, Lampung.

ABSTRACT

Busy English teachers often lack time in conducting diagnostic assessment prior to the new academic period, due to the large number of classes they must teach and lots of academic admisnistration work. On the other side, to go in line with the government emphasis on cultivating the character building in education nowadays, personality becomes one added element for the students' measurement of success, adding the list of the teacher's duties. In this digital era, busy English teachers can use free online tests of personality and English proficiency. These tests can be easily administered for classroom diagnostic purposes.

This paper discusses the implementation of free on line personality and proficiency diagnostic tests administered at the EFL intermediate grammar class and writing class. With 21 participants, the result of the study shows that the students are all computer literate, and the major types of personality in the class are extrovert (11), sensing (15), thinking (13), and judging (14) with the ISFJ as the major type of the four- bipolar personality (the sentinel-the defender). Further, the average score of English proficiency in the class is 45/120 (IBT) or 445(PBT). These quickly gained diagnostic assessment data truly contribute valuable information on the students needs and environment to start the class with.

Keywords: personality types , IBT Eenglish proficiency test, diagnostic assessment, computer literacy, digital natives.

1   INTRODUCTION

The beginning of academic year will always be hectic for teachers, for they have to finish preparing all the academic administration tasks just before they start teaching, such as the learning contracts, the syllabus, the lesson plans, the power point material slides, the design of individual, pair work, and group work assignments, the assessment designs for pre tests, quizzes, mid term tests, and final term tests. All of them are prepared for one single subject. Then it will be doubled or even multiplied by the number of subjects the teachers will teach in this particular academic term. We can imagine how deeply pre occupied the teachers will be in beginning of their teaching. Quite often though, teachers find limitation of meetings provided on the academic calendar, because the national holidays interfere with the schedule. If this is the case, then the teacher will sacrifice the

preceding assessments such as pree tests or diagnostic tests, by assuming instead that the students are homogenous in terms of proficiency and personality. This ignorance is probably the factor why English education in Indonesia is striving hard to reach higher quality. It is these incomplete preliminary data that influence the ineffective treatments on the learning stages, causing unachieved learning goals at the end.

As a matter of fact, diagnostic assessment is an essential device in a teacher's "tool kit". It can be used to diagnose strengths and areas of needs in all students. Diagnostic assessment involves the gathering and careful evaluation of detailed data using students' knowledge and skills in a given learning area (Heaton, 1988). The data assist teachers to plan for appropriate pedagogy and targeted learning to more effectively scaffold the learning needs of their students. Consequently, diagnostic assessment is used 'for learning' where taking action to adjust teaching plays a significant role in improving learning outcomes for all students. Diagnostic assessment is designed to identify areas of weakness and strength. Diagnostic assessment may include: checklists, running records, continua and formal assessment tools (Saubern , 2010).

Meanwhile, character education at various universities in Indonesia is getting more attention. It even has become a priority nowadays. This is supported by the decision of the Director General of Higher Education, Ministry of National Education of the Republic of Indonesia Number 43/Dikti/Kep/2006 concerning the implementation of the guidelines of personality development courses in Higher Education. However, the extent to which this character education can be designed as an integrated part of formal education is subject to the institution situation.This implies that students' personality data become one of the basic entities in the early stage of the learning process.

Personality theory assumes that everyone is different and that individuals are characterized by a unique and basically unchanging pattern of traits, dispositions or temperaments (Sharp, 2008). Further, to assess the students' personality, teacher can use a personality test. This test is a questionnaire or other standardized instrument designed to reveal aspects of an individual's character or psychological make up. The first personality tests were developed in the 1920s and were intended to ease the process of personnel selection, particularly in the armed forces. Since these early efforts, a wide variety of personality tests have been developed, notably the Myers Briggs Type Indicator or MBTI (Myers Briggs, 1998), the MMPI, and a number of tests based on the Five Factor Model of personality, such as the Revised NEO Personality Inventory.

Beside personality, language proficiency or linguistic proficiency is also playing an important role in the early stage of language learning process, especially when the course is a prerequisite course. Language proficiency is a measurement of how well an individual has mastered a language. Proficiency is measured in terms of receptive and expressive language skills, syntax, vocabulary, semantics, and other areas that demonstrate language abilities. There are four domains to language proficiency: reading, writing, speaking, and listening. Language proficiency is measured for an individual by each language, such that the individual may be proficient in English and not proficient in another language.

Another consideration for an English teacher is that today's students – kindergarten through college – represent the first generations to grow up with new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives. Prensky (2001) call this generation the 'Digital Natives'.

Our students today are all "native speakers" of the digital language of computers, video games and the Internet.

From the facts that teachers are highly pre occupied at the beginning of the learning process, and that our students are digital natives, we teachers can make use of free on line personality test and English proficiency test, particularly from the http// www 16 personality test, and the IBT TOEFL try out from http// www. testden.com. This paper discusses the implementation of free on line personality and proficiency diagnostic tests administered at the TOEFL grammar class andwriting 5 (essay writing) class at STBA TEKNOKRAT Lampung, and the further uses of them based on needs , environment and principles of the courses.

2   METHOD

The subjects of this study are the fifth semester students majoring in English Literature of STBA TEKNOKRAT in academic year 2014-2015. There were 21 students taking grammar 5 class and 21 students taking writing 5 class. The former is the course for structure and written expressions of the TOEFL while the latter is the course of essay writing.

At the beginning of the class, the teacher asked them to respond to basic computer literacy questionnaire, and then assigned them to take free on line personality test and on line IBT TOEFL try out test form the given websites out of the class. That was done first by requiring students to have email address and an account of SCELE of the institution (Student Center E- Learning Environmnet of TEKNOKRAT) in order that they can send the score reports on the teacher's scele account or email address. The diagnostic personality test was done once, then the reports of their personality types were uploaded to the teacher's SCELE acount. The dagnostic English proficiency tests were done first at the beginning of the class (it could be done in the middle and at the end as needed), and the students uploaded the score reports on the teacher's SCELE account. In case of technical trouble, they can send those score reports to the teacher's email.

The result of the tests then were recorded as to notify which students have particular personality types and level of proficiency to be used for further needs and decisions, in this case on the grammar 5 class and the writing 5 class.

3   FINDINGS AND DISCUSSION

This section elaborates the result of the diagnostic assessments, namely the computer literacy assessment, the personality assessment and the English proficiency assessment which are directly followed by disscussion on each part.

3.1   Students' Computer Literacy Assessment.

Before the students were asked to do the free online diagnostic personality test and the IBT TOEFL test out of the class, the teacher took the data of the students' computer literacy first, to make sure that they had no problem in doing the on line diagnostic personality and english proficiency tests. This was done simpl by conducting classroom interview, that is by asking general questions such as 'Do you have PC?'; 'Do you have modem?'; 'Do you have email address?' and 'Do you have SCELE account?'. These questions actually had given enough inputs for the teacher about their computer literacy and their readiness to take the free on line diagnostic personality and diagnostic IBT TOEFL test. In fact, they were in the fifth semester.Then, It means that they had used SCELE since their very first semester to register their name for a class, to upload

assignments, to do the online test , and to check their scores. However, to make it a valid and reliable description, the teacher had spread the questionnaire on the students' computer literacy, adopting from Murray and Blyth (2011).The result can be seen on the tables below.

Table 1. Students' Access to Computer and Computer Usage

No	Questions	Frequency (n=21)	Percentage (n=21)
1	Do you have access to computer?	21	100%
2	Do you have a computer connected to the internet at home?	19	90%
3	Do you use a computer connected to the internet at university?	21	100%
4	Do you have a non-university and non-mobile phone email account?	21	100%
5	Do you find it easy to learn something by reading it from a computer screen?	15	71%
6	Do you understand the basic functions of computer hardware components?	11	52%
7	Do you use a computer for studying?	21	100%
8	Do you use an online mail service like hotmail, gmail, or similar?	21	100%
9	Do you use keyboard shortcuts? (eg: ctrl + v)	21	100%
10	Do you have a personal homepage on the internet?	10	47%
11	Do you use email software like Windows Live, Thunderbird, or similar?	8	38%

Further, to find out how many softwares the students can use, the questionnaire also tracked this as described on the following table 2.

Table 2. Types of Software Used

Software	Never (0)	Almost never (1)	1-2 times a month (2)	1-2 times a week (3)	3-4 times a week (4)	Almost everyday (5)
Cellphone mail						21 (100%)
Internet						21 (100%)
Multimedia				5(23%)	15 (71%)	
Social media						21(100%)
Blog			3(14%)	10(47%)	7(33%)	
Chat						21(100%)
PC mail					20(95%)	1(4%)
Video chat	19(90%)	2(9%)				
Games		1(4%)		3(14%)	3(14%)	13 (61%)

File sharing					21(100%)
Graphics	5(23%)	4(19%)	12(57%)		
Wiki	21 (100%)				
Word Processing					21(100%)
Database	3(14%)	18(85%)			
Presentation			6(28%)	10(47%)	5(23%)
Forums	20(95%)	1(4%)			
Spreadsheet			19(%)		2(9%)
Website design	19(90%)	2(9%)			

3.2 Students Personality Assessment.

The personality test given was the Myers Briggs Type Indicator, MBTI (Briggs Myers, et al., 1998). The MBTI Types are presented as separate traits and as 16 alternative combinations :E – Extroversion, T – Thinking, I – Introversion, F – Feeling, S – Sensing, J – Judging, N – Intuition, P – Perceiving. These types of personality are then ordered as four- bipolar types, such as described on the table below.

Table 3. Four- Bipolar Types of Personality

Extroversion (E)	Introversion (I)
Sensing (S)	Intuition (N)
Thinking (T)	Feeling (F)
Judging (J)	Perceiving (P)

Extroversion (E) –Introversion (I). An Extrovert is said to receive energy from outside sources, whereas an Introvert is more concerned with the inner world of ideas and is more likely to be involved with solitary activities.This trait does not just describe whether a person is outgoing or shy, but considers whether a person prefers working alone or feels energized and at home working in a team.

Sensing (S) – Intuition (N). A Sensing preference relies on gathering information through the five senses, attending to concrete, practical facts. Sensers are less likely to see the 'bigger picture' and more likely to follow a step by step approach. An Intuitive thinker is more likely to be drawn by abstract possibilities, meanings and relationships and will be drawn by the innovative and theoretical.

Thinking (T)- Feeling (F). A Thinking person is more likely to prefer decisions made in an impersonal, logical, objective manner. A Feeling person will make decisions based more on personal values, relationships and the feelings of others. Women are more likely to be Feelers.

Judging (J) – Perceiving (P). This personality preference describes how a person deals with the outside world. The Judger is more likely to look for a planned and controlled life, seeking closure, preferring planning and regulation.The Perceiver deals with the outside world through sensing or intuition, but prefers spontaneity, flexibility, freedom and autonomy and 'playing it by ear'.

Based on the description of the 16 personality test, the personality is devided into four major types, and 16 combination types.They are:

1. The Analysts:

(a)   INTJ:The architect; Imaginative and strategic thinkers, with a plan for everything.

(b)   INTP: The logician;innovative inventors with an unquenchable thirst for knowlwdge.

(c)   ENTJ: The commander:Bold,immaginative and strong willed leaders, always finding a way or marking one.

(d)   ENTP: The debater; smart and curious thinkers who cannot resist an intellectual challenge.

2.   The Diplomats:

(a)   INFJ: The advocate; Quiet and mystical, yet very inspiring and tireless idealists.

(b)   INFP: The mediator; Poetic, kind and altruistic people, always eager to help a good cause.

(c)   ENFJ: The protagonist; Charismatic and inspiring leaders, able to mesmerize their listeners.

(d)   ENFP: The campaigner; Enthusiastic, creative and sociable free spirits, who can always find a reason to smile.

3.   The Sentinels

(a)   ISTJ: the logistician; Practical and fact-minded individuals, whose reliability cannot be doubted.

(b)   ISFJ: The defender; Very dedicated and warm protectors, always ready to defend their loved ones.

(c)   ESTJ: The executive; Excellent administrators, unsurpassed at managing things - or people.

(d)   ESFJ: The consul; Extraordinarily caring, social and popular people, always eager to help.

4.   The Explorers:

(a)   ISTP: The virtuouso; Bold and practical experimenters, masters of all kinds of tools.

(b)   ISFP: The adventurer; Flexible and charming artists, always ready to explore and experience something new.

(c)   ESTP: The entrepreneur; Smart, energetic and very perceptive people, who truly enjoy living on the edge.

(d)   ESFP: The entertainer; Spontaneous, energetic and enthusiastic entertainers - life is never boring around them

Table 4 shows the result of the Major personality types (from http//www.16 personality test.com) with the total subjects 21 students.

Table 4. Major Personality Types

No	Personality Type	Frequency	Percentage
1	Extroversion	11	52%
2	Introversion	10	47%
3	Sensing	15	71%
4	Intuition	6	28%

5	Thinking	13	61%
6	Feeling	8	38%
7	Judging	14	66%
8	Perceiving	7	33%

From the data gained it can be seen that less than half of the students are introvert (47%) and more than half of the students are extrovert (52%). This is a good input to design the lesson more on pair work and groupwork activities than an indvidual activity, since the extroverts are said to receive energy from outside sources, and they feel energized and at home working in a team. This can positively influence those introverts when they are mixed in the group.They will be conditioned to be more open to their group .

The number of students with sensing modality (71%) far surpasses those with intuition modality (28%). Thus, it suggests to the teacher that the learning materials and acvtivities should invlove the VAK modalities a lot (Visual , Audio, and kinestetic learning modalities). It means that teacher should arrange the learning material and learning activities which are full of colors, shape, sounds and are touchable or involve students bodily activities to make them absorb the lesson smoothly and quickly.

Further, since the majority of the students are thinkers (61%) and Judgers (66%), It will be safe to present lessons which involve logical thinking and judging alot, such as the structure and written expression of the TOEFL (grammar 5 class) and the organization of ideas (generic structure) of the students' essays (writing 5 class).

Additional decision will be made based on the findings on the students' four-bipolar personality types. Table 5 shows the four-bipolar personality types (from http//www.16 personality test.com) with the total subjects 21 students.

Table 5. Four- Bipolar Personality Types

No	Personality Types	Category	Frequency N=21	Percentage N=21
1	ISTP	The explorers, the virtuoso	2	14%
2	ESTP	The explorers, the entrepreneur	2	9%
3	ENFJ	The diplomats,The protagonist	1	4%
4	ISFJ	The sentinels, the defender	4	19%
5	ISFP	The explorer,The entertainer	1	4%
6	ESTJ	The sentinels, the executive	2	9%
7	ISTJ	The sentinel,The logistician	1	4%
8	ENTP	The analyst,The debater	1	4%
9	INFP	The diplomat, The mediator;	1	4%
10	ENTJ	the analyst, the commander	3	14%
11	ESFJ	The sentinel,The consul	2	9%
12	INFP	The diplomat,the mediator	1	4%

From the table above, it can be seen that the majority of the combined type is ISFJ, the sentinel-the defender (19%). These ISFJs learn best by doing rather than by reading a book, or applying theory. The ISFJs learn a task best by being shown its practical application. Once the task is learned and its practical importance is understood, the ISFJs will faithfully and tirelessly carry through the task to completion. The ISFJ is extremely dependable.

The ENTJ, the analyst-the commander (14%) comes as the second place. The ENTJs have a tremendous amount of personal power and presence which will work for them as a force toward achieving their goals. ENTJs love to interact with other people. As extroverts, they are energized and stimulated primarily externally.There is nothing more challenging to the ENTJs than having a lively challenging conversation.

To sum up, those two major combined types of personality preference imply that practical tasks, carried out in group are the best way to deliver the lesson, such as problem solution group task and jigsaw task in grammar 5 class and more tasks such as TOEFL simulations with CALL (CBT/ IBT), which involves moving and clicking the mouse (kinesthetic), are more preferable than the one with PBT. As for writing 5 class, involving process writing stages and editorial group discussion are best suited.

3.3 Students' English Proficiency Assessment.

The designs elaborated previously must be paralleled with the preleminary English proficiency of the students. This data can be seen from the result of the diagnostic IBT TOEFL test. Table 6 shows the result of the IBT English proficiency test (from http//www.testden.com) as well as the conversion to the paper based one.

Table 6. IBT TOEFL Try Out Scores and PBT TOEFL Conversion Scores

No	IBT TOEFL Score	PBT TOEFL Conversion Score	Frequency (n=21)	Percentage (n=21)
1	38/120	427	1	4%
2	41/120	437	5	23%
3	43/120	443	4	19%
4	47/120	457	2	9%
5	50/120	463	2	9%
6	54/120	480	1	4%
7	55/120	480	1	4%
8	59/120	497	1	4%
9	65/120	513	1	4%
10	67/120	517	1	4%
11	73/120	533	1	4%
12	80/120	550	1	4%
Average Score : 45/120		445		

Since their average score is 45/120 or 445, it means that most of them belong to the intermediate level of English proficiency according to WIDA ELP standards:
Level 3—Intermediate [WIDA level = Developing]:
A pupil shall be classified level 3 if all of the following criteria are met:

(a)   The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty.
(b)   The pupil is post-emergent, developing reading comprehension and writing skills in English.
(c)   The pupil's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

As also pointed by Common European Framework of Reference" (CEFR) they belong to the level between upper beginner and intermediate.

Upper-Beginners:

    (a)   can communicate in a very basic way.
    (b)   can only use present and maybe past simple verb tenses.
    (c)   can talk about your daily life and routine.
    (d)   Equivalence: CEFR Level A2; IELTS score 3.0; TOEFL iBT score 20; TOEIC score 150 – 300.Cambridge PET.

This implies that teacher must deliver more contents and more meaningful practices to add the students knowledge and to sharpen their proficiency.

4   CONCLUSION AND SUGGESTION

To sum up, busy English teacher should not sacrifice the students by assuming that they have homogenous proficiency and personality, because this ignorance could have been the cause of failure of ELT in Indonesia case. Thanks to the advancement of information technology that nomatter how busy we are at the beginning of academic term, we still can carry out diagnostic assessments on students English proficiency and personality, through the internet, and out of the class. They proved to be time and energy saving so that we can use our available time to do other equally important academic administration tasks. Besides, the results of those diagnostic assessments can be valuable information for an English teacher for further needs and decisions for designing and evaluating curriculum and syllabus , such as the learning objectives, learning experiences, learning materials, learning methods, types of evaluation, or for extracurricular purposes such as talent scouting for English club squads, that is to recruit personnels for debate, story telling, speech, paper presentation, and scrabble clubs.

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ASSESSING ELF PROFICIENCY IN PROJECT-BASED LEARNING

Tricia Okada

tokada@lit.tamagawa.ac.jp

Ethel Ogane

ethel@bus.tamagawa.ac.jp

Brett Milliner

milliner@lit.tamagawa.ac.jp

Yuri Jody Yujobo

yujobo@lit.tamagawa.ac.jp

Takanori Sato

taka-sato@lab.tamagawa.ac.jp

Tamagawa University
6-1-1 Tamagawa Gakuen, Machida, Tokyo, Japan 194-8610

ABSTRACT

English as a Lingua Franca (ELF) is the use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option (Seidlhofer, 2011). Our Japanese students have the opportunity to use ELF with teachers and tutors who have different first languages. As many students may go on to work in multicultural and multilingual situations, our goal is to raise student language awareness of ELF contexts. This study, which is part of a larger research project on ELF-oriented curriculum development, focuses on student assessments of listening and speaking using insights from the literature on ELF and project-based learning (PBL). A range of pedagogical implications has been identified by ELF researchers. Björkman (2013) advocates incorporating listening and speaking materials with a variety of non-native accents, examples of negotiation of meaning and the use of communicative strategies. Kaur (2014) suggests that teachers should encourage students to be explicit at the outset and to pursue understanding through the use of communication strategies such as paraphrasing and repetition. PBL is a pedagogical approach which provides a platform for self-awareness and critical thinking within the framework of 21st century skills (Buck Institute of Education, n.d.; Partnership for 21st century skills, n.d.). Formative and summative assessment protocols and rubrics have been developed to assess student progress in listening and speaking. Critical analysis of video or audio recordings of student interaction with their tutors and student focus group discussions track developments in language awareness in the students.

1 INTRODUCTION

The Center for English as a Lingua Franca (CELF) at Tamagawa University is the first of its kind in Japan. In line with Tamagawa University's educational philosophy to harmoniously integrate societal and cultural values into the character and disposition of Tamagawa students, the CELF promotes teaching and learning from global perspectives. The goal of the CELF program is to help students communicate effectively and intelligibly with people from all over the world by means of English as a Lingua Franca (ELF).

At the CELF, we strongly encourage the exchange of teaching ideas and collaboration on research among our teachers. The CELF research agenda is to develop a curriculum that takes into account the teaching and learning of language from an ELF perspective. The present study focuses on listening and speaking assessment. The authors, all full-time CELF instructors, gained insights from ELF research and Project-Based Learning (PBL) to develop a task which would both allow teachers to effectively assess listening and speaking skills, and student development in language awareness.

1.1 The CELF students and teachers

In 2015, nearly 2,500 students from the Colleges of Business Administration, Humanities, Tourism and Hospitality, Arts and Sciences, Arts, Education, Engineering, and Agriculture were enrolled in the ELF program. The CELF offers classes in four levels from elementary to intermediate. Classes are held 200 minutes weekly for 15 weeks of study in each semester. English is the main medium of communication but the use of other linguistic resources, such as Japanese, is supported in ELF-aware teaching. In addition to regular classroom activities, CELF students have the opportunity to experience intercultural communication through the CELF Tutor Service which provides students with on-campus tutoring in order to assist them with their English studies. The students sign up with or without their teachers' referral for a 15-minute tutor session. The tutors, all CELF teachers who are of various language and cultural backgrounds, offer students additional opportunities to engage in ELF communication.

Teachers at the CELF are not required to be native speakers of English but are hired based on their teaching experience and academic achievements. CELF teachers are encouraged to promote language awareness in their lessons and expose their students to various kinds of English. Through the multicultural atmosphere at the CELF, it is hoped that students become more receptive to the use of English beyond the norms of native-English speakers (NES), and be more prepared to adapt to global trends. In the following sections we will introduce our understanding of ELF and briefly discuss Project-Based Learning. The paper continues with our methodology and concludes with the findings, analysis of data, and discussion of the first stage of our study, which included a pre-project survey.

1.2 ELF proficiency and assessment

ELF is the "use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (Seidlhofer, 2011, p.7). Although ELF includes interactions between NESs and non native-English speakers (NNESs), the majority of ELF communication occurs among NNESs. The use of English for intercultural communication is observable not only in simple interpersonal settings

but also in highly specialized domains or influential frameworks, including global business, politics, higher education, and so forth (House, 1999).

Given the characteristics of ELF, the traditional view of English proficiency is called into question. English proficiency is widely equated with conformity to the language norms of people who speak English as a first language (Leung, 2005), and thus adherence to NES norms has been regarded as crucial in English learning. Any deviance from NES norms is considered an error or deficiency to be corrected no matter how successful the outcome is. However, this traditional view of language proficiency overlooks the fact that ELF interactions often take place with no NESs present. Even when NESs are present, their variety of English is less likely to constitute the linguistic reference norm (Seidlhofer, 2014). In fact, a number of empirical studies have found that intelligibility in ELF settings does not require conformity to NES norms and that NES proficiency per se does not guarantee successful ELF interactions (e.g., Björkman, 2008; Jenkins, 2006). Proficiency is viewed by Canagarajah (2006) as meaning "the ability to shuttle between different varieties of English and different speech communities" (p. 233). Therefore, ELF researchers emphasize the use of communicative strategies, which are useful in negotiating meaning and preventing communication breakdown, rather than adherence to native linguistic forms. Examples of such communicative strategies include accommodation (manipulation of linguistic forms according to the interlocutor), repetition, paraphrasing, non-verbal strategies, hypothesis forming (Cogo & Dewey, 2012), seeking clarification, and checking for understanding (Kaur, 2013).

Although the definition of English proficiency has been revisited as such, L2 English learners' speaking performance tends to be assessed based on conformity to NES norms (Jenkins & Leung, 2014). In addition, the Common European Framework of Reference (CEFR) (Council of Europe, 2001), an influential framework for language assessment, assumes that learners need to be able to comprehend only NESs, excluding the ability to understand varieties of English spoken by NNESs (McNamara, 2011). Since successful intercultural communication depends on the use of communicative strategies, in speaking and listening assessment it is appropriate to emphasize the use of such strategies in the achievement of mutual understanding, rather than only focusing on linguistic accuracy based on NES norms.

1.3   PBL and communication strategies

Project-based Learning (PBL) is an effective approach for engaging students with meaningful, motivating, and real-life challenges through extensive collaborative work (Bender, 2012). PBL can be distinguished from regular projects in that it uses essential product design elements (Buck Institute for Education, n.d.) including a non-Googleable driving question that focuses on authentic problems or issues. Larmer and Mergendoller find that the hallmark of virtually all PBL experiences typically increases student motivation to actively participate in the projects (as cited in Bender, 2012). The question is followed by sustained inquiry which fosters critical thinking, thoughtful decision making, and reasoned judgments as well as more authenticity, student voice and choice, reflection, critique and revision in the final presentation of the product or solution (Buck Institute for Education, n.d.). PBL focuses on the learning goals of acquiring key knowledge, understanding issues and gaining 21ˢᵗ century skills through collaborative and creative investigative problem-solving and decision-making activities.

Researchers have also found evidence of increased motivation and improved student attitudes toward learning through PBL. A study by Walker and Leary showed that students exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings (as cited in Bender, 2012). Also, in the PBL process, students

obtain authentic, up-to-date material through online research by scanning, evaluating, and synthesizing information, which leads to further discoveries. Bender (2012) claims that the use of modern technological tools is changing the very fabric of schooling by reformulating the teaching/learning process in a fundamental way - rather than being passive consumers of knowledge, students become producers of knowledge.

Björkman (2013),in her study of ELF interactions in a higher educational context, found a range of pedagogical implications for the classroom. First, teachers should consider the current needs and expectations of learners, moving beyond dated descriptions of English. Second, comprehensibility should be prioritized in language teaching especially for those who will be using ELF. Third, learners should be exposed to a wide range of English and be provided with a broader, more modern view of language. Also, in her study on lecture-style classrooms and group-work sessions, she found that lectures are largely monologic and riskier in terms of communicative effectiveness because speakers have little room for maneuvering and making use of discursive strategies. Monologic events offer few opportunities to the listener to negotiate meaning or check their understanding and these situations are where misunderstandings most likely occur. On the other hand, group-work involves dialogic speech which provides opportunities for learners to enhance communication and understanding. Björkman found that interactions in group-work sessions involved the use of pragmatic strategies, and the negotiation of meaning, helping learners to understand how communicative effectiveness is actually achieved.

Another ELF researcher, Kaur (2014), advises teachers to help their students avert communication problems from the outset by teaching them to be more explicit. Students might be taught, for example, to replace general terms with more specific ones, and to replace pronouns with their referents. She also states, "collaborative problem-solving tasks and role plays, again based on ELF-type situations which are both meaningful and realistic, can provide learners with opportunities to use (various pragmatic) strategies (2014, p. 68)." Such measures for teachers to consider, particularly the prioritizing of comprehensibility, and a focus on effective communication through the use of pragmatic strategies, can be practiced in classrooms through the authentic and meaningful collaboration among students which PBL affords. PBL can help students to increase language awareness and to notice the use of communication strategies in ELF contexts.

2   METHOD

This study, as part of a larger research project on ELF-oriented curriculum development, focuses on assessing student listening and speaking skills through the tool of PBL methodology. As many of our students will go on to work in multicultural and multilingual situations, our pedagogical goal is to develop student awareness of how speakers may use strategies for effective communication in these ELF contexts. Our research is thus concerned with tracking if there may be language awareness development in our students.

2.1   Participants

Forty-seven first-year students in two classes majoring in Education participated in this study. There were 23 students at level 101 and 102 in one class and 24 students at level 102 in the other class. Both classes were held in the spring semester of 2015 and instructed by two of the authors. The TOEIC Bridge is used to assess the proficiency of all incoming first-year students before their first semester in order to place them in the

appropriate ELF level. The students in level 101 had TOEIC Bridge scores of up to 110 and those in level 102 had scores between 112 and 124. Each class was divided into five groups of four to five members for the PBL task.

2.2 The PBL Task

Each group from the two classes was given this driving question:

> *Small sized devices have helped enhance people's lives in many ways. For example, smartphones have transformed how we communicate. You are a company that has been asked to increase the survival rate of people during natural disasters. What kind of new, unique product will you develop that can help you survive during a natural disaster?*

The task took approximately four to five class sessions. The task gave a role to each member of the group which required the use of the 21st century skills of collaboration, critical thinking, communication, and creativity. Students continued with online research and watching videos about natural disasters and the hardships of living in temporary housing shelters. Each group had a chance to consult with a CELF tutor to receive timely advice on how to improve their product. Every PBL group member was then required to prepare for a speaking role in a final presentation which introduced the group's unique new product to an audience which included students from each of the two classes and several CELF teachers. The instructors used formative and summative assessment protocols and rubrics to assess student progress in listening and speaking

2.3 Data Collection

Before the start of the PBL task, all students in both classes were asked to take a pre-project survey. The students were then given instructions on how to proceed with and complete the task.

Tutor sessions were held during the following class session. Each tutor session included a CELF tutor and two students, the group leader and assistant leader of the PBL task group. Tutors were provided with a sheet of questions to support and elicit communication strategies from the students during the tutor session. Each session was a maximum of ten minutes in length and was audio and video recorded.

The student PBL task groups completed the project with group presentations held during class sessions. These presentations were video recorded. A Focus Group Discussion (FGD) was held in each class and conducted immediately after the group presentations. The FGDs were video recorded. All students completed a post-project survey in the following class session.

Verbal consent for the use of the audio and video recordings for research purposes was obtained from the students and tutors.

2.4 Survey Instruments

The bilingual (English and Japanese) pre-project and post-project surveys were online questionnaires. Five Likert-style questionnaire items asked students about their use of communication strategies and eight items elicited student perceptions about PBL. When responding to each statement presented in the questionnaire, students could choose between the following five responses: strongly disagree, disagree, neither disagree nor agree, agree and strongly agree. The results of the pre-project survey are summarized in the following section.

3   FINDINGS AND DISCUSSION

Forty-seven students (response rate 100%) completed the pre-project survey.Student responses to the items on the use of communication strategies indicated that about a third of the students have a neutral perception of their ability to use communication strategies (see Table 1). About half of the students perceive that they can use repetition, check for understanding, and seek clarification. About 70% agreed or strongly agreed that they can replace general terms with more specific ones. However, only a quarter of the students agreed or strongly agreed that they could use paraphrasing to communicate effectively. The student responses show that some of these students may need more help in using communication strategies and suggest that they may not be as critical of how they are communicating in English as they could be. Their teachers may need to implement more activities that raise student awareness of communication strategies and encourage them to be more critical of their language use in interaction.

Table 1Student response to items on communication strategy use (n=47)

Item	SD %	D %	N %	A %	SA %
1. I can use repetition to help me communicate effectively.	0.0	19.2	36.2	42.6	2.1
2. I can use paraphrasing to help me communicate effectively.	4.3	36.2	34.0	21.31	4.3
3. I can check for understanding to help me communicate effectively.	0.0	23.4	25.5	42.6	8.5
4. I can seek clarification to help me communicate effectively.	2.1	23.4	25.5	36.2	12.8
5. I can replace general terms with more specific ones to help me communicate effectively (e.g., using 'dog' instead of 'animal')	0.0	6.4	23.4	61.7	8.5

Note: SD=Strongly Disagree, D=Disagree, N=Neither Disagree nor Agree, A= Agree, SA= Strongly Agree.

The results of the questionnaire items on PBL revealed that students for the most part have a positive perception of PBL skills and project group work (see Table 2). Almost all of the students agreed or strongly agreed that they can collaborate with their peers and that through collaboration they can learn English. Most of the students also appear to believe that group presentations can teach them about presentation structure and that they can learn presentation skills through group presentations. A majority also perceives that group projects motivate them to learn English.

Not all of the items received positive responses - less than half of the students (40.5%) responded that they could think critically about a problem. This is interesting because more than half of the students perceived that a group project would help them to think critically about a problem. A substantial majority of students also appears to believe that they gain creative thinking skills through projects. These findings suggest that group

work may help to increase critical and creative thinking. Furthermore, the implementation of more group work or collaborative tasks may be a solution to the issue of students' lack of critical awareness in their use of English.

Table 2Student response to items on PBL (n=47)

Item	SD %	D %	N %	A %	SA %
1. I can collaborate with peers on projects.	0.0	0.0	2.1	63.8	34.0
2. Collaboration is helpful for me to learn in English.	0.0	2.1	0.0	57.5	40.4
3. I can think critically about a problem.	0.0	8.5	51.1	36.2	4.3
4. Group project work helps me to think critically about a problem.	0.0	0.0	31.9	61.7	6.4
5. I can gain creative thinking skills through the projects.	0.0	2.1	21.3	57.5	19.2
6. I can learn about presentation structure through group presentation.	0.0	0.0	6.4	68.1	25.5
7. I can learn about group presentation skills through group presentations.	0.0	0.0	2.1	61.7	36.2
8. Working on a group project motivates me to learn English.	0.0	2.1	12.8	66.0	19.2

Note: SD=Strongly Disagree, D=Disagree, N=Neither Disagree nor Agree, A= Agree, SA= Strongly Agree.

The results of the pre-project questionnaire indicate that some of these students are somewhat uncertain about how they can use strategies to communicate effectively. The application of PBL and collaborative activities appears to represent an opportunity to create deeper learning opportunities for CELF students. These students appear to enjoy group projects, and more importantly these students feel that they have the potential to increase both their English skills and critical thinking, and to learn presentation skills.

To summarize: (1) some of the students may need more help in using communication strategies; (2) they may not be as critical of how they are communicating in English as they could be; (3) students for the most part have a positive perception of PBL skills and project group work; (4) group work may help to increase critical and creative thinking as well as improving language awareness; (5) students are somewhat uncertain about how they can use strategies to communicate effectively.

4   CONCLUSIONS AND SUGGESTIONS

The aim of this study was to investigate from an ELF perspective the assessment of student listening and speaking skills, and the development of language awareness - how languages are used for effective communication - in students. Students dealt with an authentic and meaningful issue through collaborative group work on a PBL project. Pre-project and post-project surveys, group work, tutor sessions and the FGD (feedback) sessions were incorporated to help focus student attention on the use of communication/pragmatic strategies.

The data from the pre-project survey appear to show that even though the students may not be fully aware of how to use communication strategies, they believe that group projects may help improve their critical thinking and creativity. Therefore, if more group projects are carried out in the classroom, the students will have more opportunities to think creatively and critically, and at the same time utilize communication strategies to elicit their ideas in English.

In this multi-tiered research project we will continue to collect and analyze student and student-teacher interaction for the use of communication strategies through video and audio verbal protocol. Also, the authors plan to further develop listening and speaking assessments by reviewing the use of verbal and nonverbal strategies in dialogic situations. Communicative strategies like repetition help to increase the communicative effectiveness of spoken English by fulfilling important functions in ELF settings. According to Lichtkoppler, speaking assessments could further incorporate different types of repetition (exact repetition, repetition with variation, for example) or the functions of repetition, such as repetition for time-gaining, repetition that ensures accuracy, and repetition for indicating prominence (as cited in Björkman, 2013).

The authors, recognizing the unique resources specifically the multilingual and multicultural teachers at the CELF, see PBL as an important approach for classroom projects as one of the methods to assess their students listening and speaking skills and development of language awareness. At the later stage of this study, they will present on post-project surveys, tutor sessions, and FGD reflections. The authors plan to continue to develop rubrics for the assessment of listening and speaking skills. The hope is that this further research on the effective use of communication strategies through the tools of PBL in an ELF setting will contribute to English education in Japan.

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LOCAL CULTURE CONSERVATIONTHROUGH ENGLISH TRAININGDESIGN FOR HAWKERSTO IMPROVE COMMUNICATIVE SERVICESFOR FOREIGNTOURISTS VISITING YOGYAKARTA

Hermayawati
hermayawati@yahoo.com

University of Mercu Buana Yogyakarta
Jalan Wates Km 10 Yogyakarta 56753

ABSTRACT

Yogyakarta today has become one of the prior tourist destinations after Bali. The number of foreign tourists has increased significantly, namely around 14.02% annually. This case is in line with one of its missions to be the leading tourism destination throughout South East Asia Countries in 2025This noble goal deserves to be supported by all citizens of the city, including the hawkers who often get in touch directly with the foreign tourists.Unfortunately, theyhave neverbeenequipped intensivelyon how tocommunicate withforeigntouristspolitely, while introducingJavanese culture, through themerchandisethey offer. This paper aims at getting suggestions from the conference forum related to the writer's multiyears research granted by the Directorate of Higher Education, Ministry of Education and Culture. This ongoing research generally aims at designing an English guide book embedded withCultural Language Learning Approach (CLLA) particularly used for hawkers to enable them to communicate in English with foreign tourists. CLLA is an approach which embeds local culture within the learning materials. This is research and development (R&D) conducted through three stages procedure, namely: exploration (the hawkers needs analysis), development (designing and implementing the prototype of English Module for Hawkers/EMH) and experiment or assessment (assessing the appropriateness of the developed module with the users/hawkers). It was conducted towards 40 hawkers surround Yogyakarta as the research subjects. This research found: (1) EMH in which embedded with CLLA was appropriately to use for hawkers by considering that the test result showed the hawkers' English competence significantlyimprovement(7.20 > 5.00 with alpha = 0.05) and (2) CLLA is appropriately developed as an approach to use in ELT materials development. The judged materials, then, may be used as a guidebook for hawkers in conducting their communicative services towards foreign tourists particularly in Yogyakarta.

Keywords: CLLA, approach, model, developmental research, ADDIE

1   INTRODUCTION

Yogyakarta today, has become one of the leading tourism destinationsafter Baliand Jakarta. Hence, this sector needs to be improvedparticularly connected withthe provision of adequate services and accomodation, including the existenceof hawkers who are able to provide communication services for foreigners.Beside tour guides, communicative competence must be mastered by tourist drivers and hawkers as the front stakeholders who commonly get in touch directly with tourists. Such service needs improvement for the sake of providing professional services for foreign tourists, namely by enabling them to communicate in English. This must be realized by remembering that according to the available data, there was significant improvement on the foreign tourists arrivals, *id est*, around 14.02% annually (http://hileud.com).

Beside improving both the quantity and quality of tourism, Javanese culture as the valuable ancestors' heritage should have prior attention as well. Javanese culture are valuable primarily related to the historical heritage must be maintained as a mandate of the founding ancestors. It is also stated in one of the missions of long-term development of the city of Yogyakarta, in which of them is to realize the city of Yogyakarta as the leading tourism city in Southeast Asia in 2025 (RPJP DIY, 2008).

Unfortunately, the facts showed that the relevant stakehodershave never been served significantly by English training which is really matched with their job needs particularly in providing communicative services to foreign tourists (Rahmawati, 2011). Whereas they need to have communicative competence to provide information concerning the existence of cultural heritage which in addition can increase the income of local/foreign devizen.Communicative competence can also be used as a means to introduce and preserve the Javanese culture sothat it can be widely known by other societies and/or nations. Such language competence can be developed through English module which accesses local culture as one of the regional missions.

Referring to the above issues, thisresearch was generally intended to design a model of local cultural content English training materials specifically addressed to hawkers in Yogyakarta City in which content are embedded with javanese culture. It investigated the following aspects: (1) analysing hawkers' needs embedded with the mission of Yogyakarta to conserve local culture; (2) designing the javanese cultural content English training materials for hawkers for the sake of enabling them to provide communicative services for foreign tourists; and (3) finding the appropriateness of the understudied cultural content English for hawkersto improve their communicative competence. Implicitly, this study also aimed at conserving local culture through the discourses embedded within the English guide materials for hawkers that is called EMH (English Module for Hawkers) using cultural language learning approach (CLLA).

CLLA is defined as an approach used in English language learning (ELL) or ELT in which the target discourses are embedded with the cultural heritages existed surround the teaching/learning area. In this research, CLLA concerns with the existence of javanese heritages. This Approach accesses some principles of Communicative Language Learning (CLL). In this research, English Module for Hawkers (EMH)was contemporary developed, in accordance with the development of the modern English language teaching (ELT) concept.

Nunan (1999: 89) and Richards & Rodgers (2001: 223)distinguished between the teaching of traditional and contemporary English, as follows: (1) learning activities actually performed interactive communication; (2) the activity of language used in the form of assignments that encourage and improve the mastery of language skills; (3) language learning allows learners to improve the quality of learning. In accordance with the aforementioned concepts, it can be referred that traditional and modern or

contemporary ELT has crucial difference. The traditional much focuses on the language forms or usage, while the contemporary ELT much more focuses on the teaching of language in use, that are more concerned with the use of language as a means of communication.

It is written above, that EMH as the product of this research contains discourses concerning with local culture. Culture is defined as the result of the mind of man that continues to evolve in accordance with civilized society which has the culture(KBBI, 2005: 169). Therefore, it must be conserved among other through language learning materials. The javanese culturewhich should be preserved, are: the building (such as temples, palaces, models joglo), works of art (such as: various types of puppets, *Ketoprak*, various javanese dances, *batik*, and dagger or kris). If not preserved, the cultural property could become extinct or were claimed as the property of other nations.The local culture, which is considered very specific and should be preserved among other are: the building (such as temples, palaces, models joglo), works of art (such as: various types of puppets, *Ketoprak*, various javanese dances, *batik*, and dagger or kris).

This study was also supported by writer's previous researchsentitled"Designing English Training Materials using Functional Approach"(2008),"Designing English Guide Book for Tourist Guides of Sonobudoyo Museum" (2013), and "Designing English Training Materials for Foreign Tourist Drivers" (2014). The findings showed that the stakeholders involved in those research areas were not well-preparedwith English competence which really matched with their (users') needs. The researchs produced three guide booksthat reallymatched the needs ofthe users, namely migrant workers, Sonobudoyo tourist guides, and foreign tourist drivers.

2 METHOD

Appropriately to its objectives, this research uses Research and Development (R & D) or Developmental Research (DR). R&D is an industry-based development model which is then, tested in the field, evaluated, and refined to achieve the criteria of effectiveness, quality, or standards to be expected. Its main purpose is not to formulate or test the theory but rather to develop a product that is effective and can be used in educational programs (Gall and Borg, 2003: 569). Referring to such concept, this project was conducted in three stages namely: (1) exploration stage in the form of analysing needs of training materials as the basic of designing appropriate English materials for hawkers, (2) development stage which was intended to develop the designed module cyclicaly and judged its appropriateness with the users/hawkers, and (3) experiment stage which was intended to validate the appropriateness of the developed module through pre and post-test as the main instruments. This research totally involved 40 hawkers earning their living by hawking wares to tourists visiting Yogyakarta. Based on the preliminary observations showed that theywere not only originally native inhabitants of Yogyakarta but also came from other regions. Their ages were between 28 and 60 years. Their educational background also varied, from elementary schools, junior high schools, and senior high schools.

Since it is a multi-method, the used instruments are also various and categorized into three stages. The first stage (exploration), uses "open-ended questionnaires" and interviewing conducted to obtain actual data related to learners' needs (Seliger & Shohamy, 1989: 161). There were two stages questionnaires in this case, namely as follows. The first questionnaire was intended to validate learners' needs as the basic of developing learning objectives and learning materials content. In this case, learners are

encouraged to select options available within it. The second questionnaire aimed at exploring hawkers' needs and their difficulties in using English as the target language understudied.

The results were used as the basic to design learning materials prototype to be investigated. This research used both quantitative (numerical) and qualitative (documented) data sources. Data source is a document provided at the research setting (McDonough & McDonough, 1997: 225). Data sources available within this first stage was in the form of needs analysis, result of interview, and various documents related to the research subjects, namely hawkers domicile surround Yogyakarta. Interviewing and documentation were used to portrait or explore issues connected with English learning difficulties. Thus, this difficultieswere used to base materials prototype design.

In this case, qualitative data is gathered through "open-ended interviews" and needs analysis of the hawkers as the research subjects. The gathered data were used as the basic of learning treatment in which then analysed using criteria of standardized materials suggested by Hutchinson & Waters (1994: 62-63). Such data were identified to define target materials that matched and relevant with the defined segmented discourses (Seliger & Shohamy, 1989: 205), namely connected with local culture introduction. The result of the hawkers needs analysis, then, analized based on Hutchinson & Waters' checklist (1994: 62-63) to get information about 'needs', 'lacks', and 'wants' of the research subjects regarding to their learning difficulties.The gathered informations were used to design material's prototype.

The second stage (development), used prototype of the target learning materials that were embedded with local culture and implemented cyclically appropriately with the learning needs adequacy. The prototype was taught toward ten hawkers cyclically, through the following procedure.

Design → implementation → evaluation → revision → design the revised materials → implementation → revision→et cetera

This development stage involved 10 hawkers living in Yogyakarta. The setting focuses on the learning process conducted cyclically using the target language developed within the prototype understudied, namely EMH using CLLA. The number of cycles depends on the situation and condition of the participants during theirlasted learning process. The module prototype which has been implemented cyclically (until achieving the defined target language use), then, is legalized through expert judgement from the English teaching expert. The materials was validated using related theories (theoretical tri-angulation). This means, that the defined materials was legalized by referring to theories of designing standardized materialssuggested by Hutchinson & Waters' *checklist* (1994: 62-63).

The third stage (eperiment), used pre and post-test conducted toward 40 hawkers. Pretest was intended to get information related to the learners' intakes (early English mastery) particularly on how to introduce local culture in English to foreign tourists. Post-test was intended to obtain information related to the appropriateness of English materials design which contains local culture as the target of this study. The test was conducted orally to habitualize learners to use English as the target language in this research. Test was held authentically by using Role-playing. Such activitywas considered authentic for it involved language use interactively and appropriately to the given situational contexts. During the lasted cyclical role-plays, they were observed and assessed to find the data of their learning achievement. Assessment was handled by referring to the selected 'rubric speaking assessment' suggested by O'Malley and Pierce

(1996: 84) as a guidance to judge the learners' learning achievement through their language performances.

This stage involved only one eperimentalgroup, so it did not provide a comparison group (control group) by considering the number of hawkers available along the research area. This group was observed, tested or measured its learning achievement (Seliger & Shohamy, 1990: 138). In this case, the group consistedof 40 hawkers who were given observable treatment in the form of English training for ten meetings, each meeting consisted of 90 minutes. They were pretested before training to find data of their early English competence. After having training, they were tested orally and assessed based on the defined rubric scoring.

Data in the 3rd stagewas in the form of quantitative data, *id est*, the results of pre-test and post-test (Cohen *et al*, 2000: 392). This reflects learning achievement using the target understudied materials design. Pre-test was done before treatment to find learners' English real intakes (their basic acquisition of English). The result of the two tests was compared through statistical computation and then, analyzed using t-test which the result reflects the materials appropriateness with the users (hawkers).

In this stage, the study focused on the following procedure: (1) designing research instrument stressed for oral test; (2) pretesting, to find the research participants' spoken English intakes; (3) treating the judged English module for hawkers (EMH); (4) testing the participants' spoken English competence to find the appropriateness of the judged module towards the hawkers' needs by using single group design of experimental model; and (5) analysing the result of the two given tests statistically using t-test formula.

Conceptually, a good test must fulfill the following requirements: validity, reliability, feasibilityand practicality(Harris, 1969: 13; Arikunto, 1996: 63-110). Validityrefers tomeasurementtoward the aspects that should be measured (Seliger & Shohamy, 1989: 188). This research usedcontent validity and construct validity to measure validity of the understudied English training module. This validity is used to obtain data related to the materials content that should be measured. As it is suggested in Sugiyono (2010: 177), to find its construct validity, this research usedexpert's judgement. This expert's judgement was conducted through in depth theoretical study (theoretical tri-angulation), namely, by designing the research product based on the theories on designing standardized materials suggested by Cunningsworth (1995) and Hutchinson and Waters (1994).

In this case, statistical computation wasconducted using Split-Half Methodby considering its practicality and efficiency. The result, then, was computed using Spearman-Brown formula to find the coefficient number of test realibility (Arikunto, 2009: 93). The result of computation using the aforementioned formula was, then, used to definethe appropriateness of the judged moduletoward the needs of the hawkers who provide communicative services for foreign tourists visiting Yogyakarta.

3 FINDINGS AND DISCUSSION

It has been written above that this research was conducted into three stages, namely exploration, development and experiment. Appropriately with the defined research questions, this research found as follows.

Firstly, exploration is mainly addressed to find out the result of needs assessment both of the hawkers and regional needs regarded with the mission to conserve regional culture and to improve tourism quality which in this case is through its hawkers communicative competence for the sake of providing communicative services for foreigners. The findings showedthat since they were categorized into false-beginners

level (*id est* they have ever learnt English but keep unable to use it to communicate with foreigners) the materials prototype was designed from the very beginning level. The teaching materials content are particularly around: (1) introducing the names of the wares or commodities for sale, such as clothing, bags, souvenirs, traditional foods and drinks and handycrafts; (2) the way to offer their wares or commodities using target language simple expressions, such as 'Do you need souvenirs, Sir/ma'm?', 'Please have our traditional foods and/or drinks, Sir/Ma'm', 'Would you buy ....(name of wares) Sir/Ma'm this is very special for your family', *et cetera*; (3) Offering Wares Price; (4) Refusing Bargaining or Bidding; (5) Returning Rest-Payment/Change; (6) Describing the Wares: Food or Drink Taste and Ingredients, Clothings Convenience, Manufacture Garments, *et cetera*.The more detail depiction regarding to the content of the designed EMH is presented at Table 1.

The first stage data obtained by analysing participants needs through the results of interviewing. In this stage, the ten participants who earned their living as hawkers in Yogyakarta were interviewed in English using simple daily expressions (English for threshold level). The result was very surprising, that was, all of them were not able to response any of the interviewer's stimulus or questions. They admitted that they understood what the interviewer was saying but they could not answer using English words. This was surprising by remembering that they had ever learnt English for several years before. Such condition is categorized into the 'false-beginners' level. False-beginners level is level of English learner where they have ever learnt English for years but keep unable to use it to communicate with other speakers (Bailey, 2005).

Second, the second stage found qualitative data in the form a document of EMH prototype which has been developed through the limited cyclical implementions towards ten hawkers earning their living in the tourist resort surround Yogyakarta and has been both theoretically and statiscally judged appropriately with the hawkers or the users' needs. Theoretical judgement was conducted through triangulation theory using Hutchinson and Waters (1994; 2007) concept on designing standardized ESP.

In this study, the level of study used was English for false-beginners inspired by Bailey's (2005)concept. She implied that false-beginning level is addressed for those had been ever learning target language for years before the next learning opportunity but they keep unable to use it to communicate with the target language users. Due to that reason, the EMH was designed by embedding adequate language functions (inspired by Willkins' 1987 'adequate language grammar' concept), that is, by utilizing language expressions which were really needed to use in their jobs particularly to provide communicative services for foreigners. The language content was in the form of contextual dialogues connected with the hawker's job particularly to provide communicative services for foreigners visiting Yogyakartathat was also embedded with regional cultures.

Table 1. Depiction of Linguistic Content in the EMH (*English Materials for Hawkers*)

Cycle	Linguistic Target	Demonstrated Language Competence
1	Introduction to Wares/ Offering Commodities for Sale	Introducing the names of the wares or commodities for sale, such as clothing, bags, souvenirs, traditional foods, drinks and handycrafts; Is there anything I can do for you, Sir/Ma'm? Souvenirs, please? Do you need specific/unique gifts?
2	Offering	'Do you need souveneers, Sir/ma'm?', 'Please have our

	Wares/ Commodi- ties	traditional foods and/or drinks, Sir/Ma'm'; 'Would you buy ....(name of wares) Sir/Ma'm this is very special for your family', *et cetera*;
3	Offering Wares Price	'This is Bakpia, traditional meal of Yogyakarta. It is delicious but cheap Sir/Ma'm'. 'This is original printed Batik of pyjamas, a bit expensive but very convenient to use'. 'Would you buy special traditional handicraft from Yogya Sir/Ma'm? This is unique *Becaks* or Tri-cycle Toys and this is *Andong,* made of woods'. 'This is keychain shaped wooden puppet, there are various puppet characters' here. You can choose it.' 'Or, you would take this building miniature of Yogyakarta Palace/Borobudur/Kalasan/Prambanan Temple?'
4	Refusing Bargain or Bidding	'No, thanks. You cannot get it Sir?Ma'm'. 'It's okay, but if you take ten pieces/ a pair of it, you'll get five percents discount'. 'Not yet get it, Sir/Ma'm. This is cheap enough'. 'So, sorry. This is not expensive. This is fixed price'. *etc.*
5	Returning Rest- Payment/ Change	'Here is the change, Sir/Ma'm. Fifteen thousands, right?' 'Could you pay in fixed money, please? 'I am so sorry, but isn't there any fixed payment, please?'
6	Describing Wares/Com- modities	Various expressions for describing traditional foods or drinks taste, ingredients, clothings convenience, types of garments manufactures, temples miniature *et cetera*.

The regional cultures were introduced through the wares' types sold by the hawkers, such as souvenir miniatures of temples, palace, traditional vehicles like *andong*, *becak*, keychains shaped puppets, leather puppets, traditional meals like *geplak*, *bakpia*, *jenang dodol*, various *kripik* or meals made of cassava or sweet potatoes, *et cetera*. All of the aforementioned traditional goods sold by the hawkers were included into the designed materials of EMH connected to the way to introduce it, description, telling the prices, telling ingredients and taste, and so on. The purpose of embedding the aforementioned traditional things, foods and drinks is to introduce and to make them conserved and wellknown by the foreign tourists to avoid other nations admission.

Third, in the third stage this research found that the developed EMH experimented was judged as both conceptually and statistically matched with the users' needs by considering the following aspects: (1) conceptually, EMH was designed not only based on the theory of designing standardized materials but also theory of English language teaching/ELT matched with the users; (2) methodically, this study used accurate procedural multi-methods involving exploration, development and experiment that comprehensively guarants its findings validity (with coefficient number 0.76); (3) statistically, based on the quantitative data analysis conducted through statistical computation showed that the gain score showed that the average post-test result was higher than the pretest (7.20 > 5.00). The tests were conducted towards 40 research participants (40 hawkers earning their living surround Yogyakarta).

3.1 The Weaknesses and The strengths of EMH Module

EMH was designed based on the result of needs analysis of the users, namely the hawkers earning their living along Malioboro street Yogyakarta. Linguistically, it contains English for Specific Purposes (ESP) which is integrated with the existed local culture in the forms of oral or spoken texts such as monologues, dialoguesand conversations between hawker and foreigner/s as the target language to be taught.Thus, this materials does not fulfill the whole concepts of English teaching completely as the concept of ELT as for formal school learners that must explore the teaching of four skills (listening, speaking, reading and writing) and the four linguistic competence aspects (*id est* startegic, grammatical, speech and sociolinguistic) as defined by Canale and Swain (1980).

The four linguistic competenceare:(1) strategic competence –the way in which students "manipulate" the language in order to achieve their aims (Brown, 1994); (2) grammatical competence – refers to comprehension of morphology and syntax, the use of vocabulary and its mechanics, including aspects such as pronunciation and intonation; (3) competence in speech – means the ability to apply the formal aspects of a language coherently in order to keep the communication comprehensible; (4) sociolinguistic competence – is also an important part of language learning, because formal knowledge of a language does not prepare the student for using it effectively and fluently – it is also necessary to know what the likely outcome will be in social and cultural terms.

In this case, EMH only accessed minimum parts of the linguistic competence and skills. Itlinguistically focusedon speaking and reading skills andimproving the strategic and sociolinguistic competence. This means, that the learning process explored the use of language based on situational contexts faced by the learners related to their daily jobs and socio-cultural aspects existed in their surroundings (javanese culture).The latter involved Cultural Language learning Approach (CLLA) which aimed at introducing the javanese cultural heritages to foreigners through communicative services provided by the hawkers after learning and aquiring EMH. In this case, both linguistic and skill aspects were integratedly learnt through direct practice related to the way on offering their wares or commodities.On the other hand, by limiting the scope of both linguistic and language content, they were able to improve their English use briefly sothat they can directly practise it toward foreigners who needed their communicative services easily.

Referring to the above explaination, it can be concluded that the weaknesses of EMH is: (1) it can only be used for hawkers surround Malioboro street for it was designed based on their needs; (2) it contains limited liguistic and language target aspects; (3) it cannot be used to develop English academic purposes, for it only developed integrated skills in simple way. But EMH also has its strengths, among other as follows: (1) it is easy to learn and practise for it contains daily epressions that has been matched with hawkers'needs; (2) it is unconsciously encourage the users to improve their English oral skill; (3) it can be used without tutor.

4 CONCLUSIONS AND SUGGESTIONS

In a nutshell, based on the above discussion, it can be concluded as follows. (1) Exploration stage showed that the needs of English training materials is EMH; (2) the development stage resultedthat the designed EMH was appropriate to use as a guide to provide communicative services for foreigners based on both the theoretical (referring to Hutchinson and Waters 1994 checklists) and practical judgements (referring to the average results of learning achievements) used as the basic criteria for a standardized materials; (3) the experimental stage was matched with hawkers' needs and regional

mission by considering that the gain score showed significantly improvement, that was 7.20 > 5.00 with alpha significancy 0.05.

This research findings are considered beneficial to refer both practically and theoretically intentions. Practically, the research's product which is in the form of EMH can be used as a guide for the hawkers in conducting their daily jobs particularly in providing communicative services for foreign tourists. Theoretically, the research findings may be referred by the relevant researchers to get illustration on how toconduct developmental research using CLLA, beside understanding the concept of CLLA itself. Therefore, it is suggestedfor the next relevant researcher to extend relevant study.

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MINDVISUALIZER APPLICATION IN CLASS OF SPEAKING

Salasiah
evisalasiah@gmail.com

University of Muhammadiyah Parepare
Siti Hajar Larekeng
Hajar7777@gmail.com

University of Muhammadiyah Parepare

ABSTRACT

Technology usage in learning English can contribute the learner success in mastering English. Nowadays, there are many learning tools based technology available online and one of them is mindvisualizer. Mindvisualizer is a kind of e-mindmapping software that can be downloaded online. This software is effective and easy to use. The software eases the user to form mindmapping concept in developing idea. This study focused on the application of mindvisualizer as an e-mindmapping in developing the English speaking ability of English department students at University of Muhammadiyah Parepare. This study applied quantitative descriptive research. It aimed to describe the effectiveness of mindvisualizer application in learning speaking. Purposive sampling was chosen as the method of sampling and the sample taken was the second semester students, class C and D of English department 2013-2014 academic year at University Muhammadiyah of Parepare. The data was obtained through observation, questionnaire and interview. The data were analyzed quantitatively through percentage. The result of the study showed significance contribution of mindvisualizer application in class of speaking. Based on the research findings, majority students agreed that mindvisualizer was very useful and applicable in class of speaking. They enjoyed a lot this software and ease them to develop their ideas. The menus available in this software make them more creative in expressing ideas as they can put pictures or notes in it. However, there is one weakness of this software as it has a limited application time. Despite its limitation, this software application is highly recommended as one of teaching media in improving speaking.

Keywords: mindvisualizer, teaching, speaking, development, software

1 INTRODUCTION

Using media in teaching is very popular now for teacher and students as the increasing technology gives big contribution on it. These teaching media can be prepared by the teacher himself or taken from other source such as via internet. Teachers who have not had any experiences in teaching media can make this teaching media as a good idea for planning a lesson and as a teaching aid in teaching session.

In teaching English as a foreign language, teaching aid is definitely needed to ease the learners mastering English. Having teaching aid could alleviate the burden of learning that apparently exists in teaching learning process. Problems of learning that may occur such as boredom, laziness, passive, uninteresting class and many others. In order to minimize these learning problems, teaching media could be one alternative way to be

considered. Kind of teaching aid can be in some forms such as (a) printed material, e.g. book, students' assignment sheet, teacher's book; (b) non printed material like cassette or audio media, video and material from computer; (c) printed and non printed material such as self access material and lesson based internet. In addition, material that not for teaching purpose can be used for teaching as well such as television program, magazine, newspaper, etc.

The role of materials as one of teaching aids in language teaching is still in vital position as stated by Cunningsworth (1995:7) below:

(a)   Materials can be used as a source for presentation whether for oral or written

(b)   A source of activity for learner and as a communicative interaction

(c)   A reference for learner in learning grammar, vocabulary, spelling and many others

(d)   A source for improving idea in class action

(e)   As a course outline in preparing the teaching concept

(f)   A motivator for new teacher in enriching their reference

The teacher should responsible in making good teaching material as it should in line to the need and interest of the students. Nunan (1991:209) stated that teaching material are consistent with the needs and interest of the learner they are intended to serve, as well as being in harmony with institutional ideologies on the nature of language.

The regular material in teaching can trigger the boredom and uninterested mood to learn. If boredom has existed in the teaching and learning process, one of the successful keys in learning has missed. This opinion is stated by Ur (1996:23) that boredom is not only unpleasant feeling in itself; it also leads to learner inattention, low motivation and ultimately less learning. To avoid it, the varied material is needed. The variety of material also can make the learners interested in it and can support their spirit to learn for example in class of speaking.

Speaking is one of language skills that need more practice to obtain compared to other skills like reading, writing, and listening. It needs more courage and self confident as well as time to put the learner into being a successful communicator of English. Some learners need a very long time period to be able to make an English conversation. It requires more effort to gain the ability of speaking especially for the non English native speaker such as in Indonesia and some Asian countries. Therefore the teacher of English is supposed to be more creative in making and giving teaching material to students to support them for being able to master English speaking.

Regarding teaching English particularly in skill of speaking at university level still faces many problems. The students' speaking ability is still far from the target as found on general observation toward English department students in my area. They are lack of support in exploring their language ability such as speaking English. They just explore their English ability when it is required like in doing main assignment for speaking class. Moreover, commonly students show the low interest in joining some English programs like debate, English speech, storytelling, English quiz, etc that can support their English learning and keep maintain their old mindset in learning. As a result of their stable effort and mind set, slow progress in mastering English definitely occur. Another reason' is the monotonous material and media of speaking in teaching setting. The old traditional way of teaching like explaining, discussing and doing assignment on printed books dominate the model of teaching learning process and support the use of monotonous teaching material and media.

In order to break this old teaching setting, one alternative solution for this problem in speaking is by applying interesting material that fulfills students' curiosity and intellectuality. Nowadays, creating interesting materials can be supported by ICT application. Using ICT in class as well as maximizing multimedia technology practice can be a good option for teacher to break the ice. In this study, implementing mindvisualizer, an e-mindmapping tool as one of Information Communication Technology stuff is expected to be a good and helpful option for learning speaking. The main focus of this study was the lack of variety on speaking teaching material. Therefore this study would like to know whether the application of mindvisualizer as one alternative teaching material can improve speaking ability or not and to know its effectiveness in teaching speaking.

The technology usage in teaching English especially n speaking is quite widely popular now in teaching learning process. The use of technology in learning can be in form of web based or non-web based material. Most teachers have used laptop/computer for teaching aid whether for making lesson plan, teaching media or teaching aid in learning process. The use of ICT is also supplied completely by the availability of internet access everywhere. As a result, there are many educational websites available online and easy to be accessed by everyone who need it.

Kaspar in Conacher (2004: 9) emphasized the use of technology (ICT) in language-learning process may impact a lot in language classroom as the students not only expand their linguistic and sociocultural knowledge but also get ICT skill via target language. Also the use of ICT on teacher's side helps the teachers a lot in varying their teaching materials as well as their teaching media. The use of ICT in teaching learning process has been examined by Cahyani (2013) who focused her study on teacher's attitude and technology use in Indonesian EFL classroom. She found out the use of technology in learning process is inseparable with the success of teaching and learning activities. She showed that the existence of technology in learning is requirement for making language instruction attractive and succeeding the teaching learning process.

In addition, ICT usage has spread positive atmosphere in education world. The availability of technology has been widely accessed for helping teachers in varying their teaching whether deals on material, methods, strategy, techniques, media or teaching tools. Also, some online forums for teaching development are available and free to be accessed namely Teacher Voice (TVE), English Teacher Association, etc.

One kind of ICT is MindVisualizer (MV). Mindvisulaizer is software available in internet and generally use to ease the user for having a presentation. Normally people use this software to deal on business stuff by using its presentation features. Mindvisualizer is a sort of e-mindmapping; a tool that eases the user for creating mind maps. The features available in this tool make the user able to present ideas, assignment and issues is such simple and interesting way.

In addition, this tool can be used to create concept map for learning activity such as in speaking or writing activity. Having concept map before doing something is suggested to make us still on the main line of our plan. Also having a concept map can be one of effective methods in learning according to the theory of De Porter (2005:175-176). Besides this mindvisualizer is very easy to make and use even for beginner. It includes easy, accessible sidebars that you can drag and drop objects, use context menus, ad visual elements, restructure your maps easily; reduce redundant inputs and so on.

Mindvisualizer can be made simply as you can create central topic connected to subtopics with hierarchical relationships or creating floating ideas to represent multiple starting points. Also you can put special colors on item and frame styles to denote different meaning. Each topic branch is automatically colored. You can insert icons to

your topics to symbolize particular idea and attach text notes for additional information as well as hyperlinks to your topics in which these hyperlinks can be related to any kind of source. In addition you can put in attachments embedded to the visual map file and spell checker is available.

Mindvisualizer has similar concept to mind mapping but different in application. It is a kind of computer software that easy to be accessed in technology world while mind mapping is still a traditional method in developing creative idea of the learner by using learner's imagination.

Mindvisualizer as one of computer software can be used for improving the learning of speaking. There are some advantages of mindvisualizer in learning:

(a)   Ease the making of mind map by mapping information into smaller and detail pattern through activating creative imagination of the user/
(b)   Learner can focus on main topic and develop it into subtopics by using the pattern of mindvisualizer.
(c)   Learner can emphasize the subtopics by making highlights on colors and frame styles.
(d)   Eases the learner puts and stresses the subtopics by adding icons.

In applying mindvisualizer in class of speaking, the teacher can show the model of mindvisualizer and how to use it in learning. As an illustration, the teacher gives mindvisualizer software or asks the learners to download it in internet, then provide speaking topic and develop the main topic given.The next step is present the mindvisualizer format with friend (peer sharing) and in front of them (public sharing). Some learning topics that can be chosen are family, biography, habit, environtment, tradition food or customs and many others.

Another effective way in applying mindvisualizer in class of speaking is by providing students with the software along with some assignments to do. These assignments should help the students to explore their speaking ideas. After exploring the assignments by using mindvisualizer, they would present it in pair or in front of their friends. The main focus on the activity is their ability to express their idea in speaking by using this media.

In class of speaking, mindvisualizer is applied by making it for some topics and the students make a kind of presentation deals on the topics chosen. This activity can make them more active to speak as they should explain the material they put in their mindvisualizer map.

2   METHOD

The research applied descriptive quantitative method. The study aims to describe the effectiveness of mindvisualizer application in class of speaking. The research instrument in this study is observation and questionnaire. The observation was done to see the students' activity during the research process and for the study; non participant observation was chosen to be used while questionnaire applied to check the sample's response toward the application of mindvisualizer in class of speaking. The sample of the study was English Department students of University of Muhammadiyah Parepare at the second semester 2013/2014 academic year. The research was done for 4 meetings and at the end of fourth meeting, the questionnaire was distributed to check the response of the research subject toward the application of mindvisualizer in class of speaking. The questionnaires' main points are as follows:

(a)   Students' knowledge on mindvisualizer
(b)   Mindvisualizer application
(c)   Benefits of mindvisualizer in class of speaking
(d)   Weakness of mindvisualizer.

3   FINDINGS AND DISCUSSION

This study focuses on the effectiveness of mindvisualizer application in learning speaking which is divided into four main items in the statement of the questionnaire. The questionnaires main items focus on students' knowledge on mindvisualizer, mindvisualizer application, benefits of mindvisualizer in class of speaking, and the weakness of mindvisualizer. The questionnaire was distributed at the last meeting of the research.

Based on the findings through questionnaire, it was found that the students' knowledge on mindvisualizer at the first time introducing it as still very limited. There was 80, 43 % respondents agreed on the statement that mindvisualizer (MV) was a new thing for them. There were only 4, 34% disagreed on the statement. Also, mindvisualizer was new thing and never been applied yet for learning process as 47, 82% students have the same opinion on it, while 41, 29% students had different opinion. Dealing on mindvisualizer application, 70, 08% agreed on the statement that MV can be used for learning development. They also supported the use of MV in class of speaking (100%) and none disagreed on the statement.

On the questionnaire statement about students' knowledge, it can be said the students' knowledge about mindvisualizer is still very limited. The reason of it based on free interview is they got less information about learning software which in fact can be explored freely in internet and they are not get used to English learning media application. Conversely, these teacher have facilitated themselves with technology aids such as notebook, I-pad, smartphone, and others modern gadget that supposed ease them to assist their teaching.

The statement about the benefit of mindvisualizer consists of five items. At the first item, 93,52%   respondents deal on the statement that mindvisualizer is very beneficial for speaking class and none rejected it. This software was also valuable in class of speaking as it ease the user to organize their ideas (95,64%). Besides, this media make the user free to expand ideas (56,94%) and make their speaking material more interesting by split the subtopics and stress them by coloring or frame it (95,64%). Another advantage is mindvisualizer can be made quickly and easily in learning speaking than traditional way (95,64%). Hoegh (2015) in voice of user of mindvisualizer said that this software tool is a friendly user tools as it has many branches and sub-branches that can be formed effortless without giving any hard thought.

In applying mindvisualizer in class of speaking, this media can be categorized easy and effective. This tool is ease the students to create mindmaps . They can visually represent their ideas, tasks and other issues formed and linked around a main idea. Mindvisualizer covers easy and accessible side bars. The students can create their mindmaps in a very quick time and interesting as they can drag and drop objects, put visual elements, some inputs and many others. The tool eases the students to create mindmaps as mindmapping is one effective method in learning as stated by De Porter, et.al (2005:175-176).

In relation to the effectiveness of mindvisualizer, 83% students agreed with the statement that mindvisualizer is easy to be learnt and applied in class of speaking and only 2,17% disagreed on it. Moreover, this e-mindmapping enables the learner to write

and expand the ideas in speaking (89, 12%). In addition, 67,38% students has the same opinion that MV is useful for learning speaking since easy to access and make them more active to speak (73,90%).

Furthermore, mindvisualizer can focus the learner to speak (91,29%) and be more confident to speak English as the material well prepared (80,43%). This software can be time saving in designing speaking material as 82,60% of the research sample voted on it and also they agreed saying that their speaking material get more interesting by using MV 991,29%), although few students get doubt about it (6, 52%).

Mindvisualizer facilitates many benefits for learning. The data taken from questionnaire, observation and free interview with research sample agreed that mindvisualizer ease them to mind map their ideas if they want to speak. They also had the same opinion that the tool is simple to use as they can create central topic connected to subtopics with hierarchical relationships and activate the user imaginative creation. Based on some students' assignments on mindvisualizer, it can be seen students' creative talent in designing their assignments which are very attractive, artistic and full of ideas. Moreover, the learner can concentrate more on one topic and develop the topics by using the existing format in this tool. Besides the subtopics made can be create more interesting by coloring them or framing or adding icons.

In applying this e-mind mapping for class of speaking, some problems emerge based on observation sheet and open ended questionnaire. These problems are the program has limited active time application, only 3 months for the free download and as the result the data can only be saved for certain time and hard to be edited if the active time ended. Other problem is some laptops/notebooks are not compatible with this software so some students make their mindvisualizer format in their friend's notebook. Despite its weakness, all research samples agreed that mindvisualizer software is very useful and effective in learning speaking.

Despite its benefits, there is few difficulties in using mindvisualizer in class of speaking. Based on students' interview and observation, this tool has problem to be downloaded since there is limited usage for free download. It is just for about two months and if it exceeds the time limit, the data cannot be saved. Another problem is the tool can only be downloaded for certain kind of laptop/notebook. This problem is unclear yet whether the user knowledge to download it still limited or from the computer program.

4   CONCLUSION AND SUGGESTION

In this paper, I have discussed the effect of ICT in teaching learning process especially the use of mindvisualizer; an e-mindmapping in class of speaking. It is shown that the existence of ICT in learning make the education world more colorful and meaningful as well as assist the teachers a lot in running the learning process more interesting. It is found out that mindvisualizer MV) is very beneficial in learning a language including learning English as it eases the learner to map their ideas. The availability of branches which can be added into sub branches in this mapping software put the user into less effort to think hard of ideas. This tool can be used to expand ideas freely as the format has been exist in the accessible bars. As an alternative option, speaking material taken from mindvisualizer design can be an interesting tool for learners since they can design their own and add visual application to subtopics. The tool is also effective to use since it is easy and quick to design compare to manual mind map. Regardless the easiness to use in learning speaking, there is a problem emerge in applying this software due to time limitation in using it that affect the temporary file storage. If you download the free trial of the software, it will be end within 21 days and hard to save as well. Therefore, it will

be very safe if you buy the software. Also this application is just compatible for some kinds of notebook/computer based on the students' experience in applying the tool during the research.

Regarding the findings, it can be suggested that mindvisualizer application can be applied in English learning especially in class of speaking as it eases the user to speak in line and detail as well as attractive for the audiences. In addition this software is recommended to be developed in all aspect of learning English as it is easy to make and effective to use and for the further research, this study can be developed for other skill of English.

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THE EFFECTIVENESS OF PERSONAL DILEMMA TECHNIQUE ON TEACHING SPEAKING SKILL FOR EFL LEARNERS

Maman Asrobi
mamanasrobi@yahoo.com

Study Program of English Language Education
STKIP Hamzanwadi Selong

ABSTRACT

This study aims at investigating the effectiveness of personal dilemma technique on teaching speaking skill for EFL learners.Designed as pre-experimental research with pretest-posttest design, it examined a sample of first semester of English department of STKIP Hamzanwadi Selong in the school year 2014-2015. Random sampling technique was used in determining the sample. Speaking test and analytical scoring rubric were the instruments used to collect the data. Then the data were analyzed by using descriptive statistic and paired sample t-test to test the hypothesis. The result of descriptive statistic analysis revealed that personal dilemma technique is effective for teaching speaking for EFL learners since the mean score of posttest 71.85 was higher than the mean score of pretest 61.28. While for hypothesis testing by using paired sample t-test at significance (2-tailed) value level was .000, it was lower than .05. So, it means that the hypothesis of this study was accepted. In other word, personal dilemma technique was significantly effective in improving students' speaking ability of the first semester students of English department of STKIP Hamzanwadi Selong in the school year 2014-2015.

Keywords: PersonalDilemmaTechniqueandSpeakingAbility.

1   INTRODUCTION

In learning English, there are four skills should be mastered by the students those are listening, reading, speaking, and writing. These four skills must be considered as the dominant language aspects that need serious treatment mainly when they are faced by the situation in which requires their spontaneous oral communicative ability to express their massage or ideas. Richards and Rodgers (2001: 153) point out that learner should learn how to use the language spontaneously and flexibly in order to express their intended message and should be placed in situations where they must use language as an instrument for satisfying communicative needs, where the criterion for success is functional effectiveness rather than structural accuracy.

However, the students in Indonesia often find difficulties in mastering speaking skills. In line with this, Richards and Renandya (2002: 204) state that speaking in a foreign language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Furthermore, Richards and Renandya (2002: 201) state that to speak in a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and

each purpose involves different skills. Each of these different purposes of speaking requires knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs.

As found in the researcher's observation in the process of teaching and learning speaking skill in STKIP Hamzanwadi Selong during pre-observation, similar problems in speaking ability are also faced by the students. The students still face difficulty to express their ideas orally in English spontaneously. Some of them tend to keep silent when the teacher invites them to interact using English in the classroom. The students seem to be unmotivated and have unfavorable attitudes during teaching and learning process. These problems can not only be attributed to the students' personal factors but also to the types of teaching technique used by the teacher in delivering the materials which is still teacher-centered. This technique fails to make the students feel confident enough to express their ideas orally while the class is dominated by the teacher.

In order to make the students strongly interested in the teaching and learning process especially in acquiring the speaking skill, the teachers should use the most appropriate teaching technique which is suitable to the students' level. To help them in teaching speaking to university students, English teachers should use an interesting teaching technique to present their teaching materials which is expected not only to increase students' ability in speaking English but also to help them in creating fun in the classroom. In this case, one of the alternative techniques is personal dilemma technique.

Harmer (2007: 223)defines personal dilemma as a situation that requires people to make choice or decision that generally requires asking friends' opinion or suggestion. Sometimes this is uncomfortable or awkward and demand difficult decision-making. Personal dilemma discussions in the classroom provides safe environments in which students may consider, sometimes for the first time, what they actually believe is right or wrong, good or bad, and why. However, these reasons will trigger the students to talk about their opinion related to the topic; whether it is a suggestion or a critic. Thus, the ideal discussion occurs when students not only talk to each other but listen to, understand, and challenge the views of each other.

When personal dilemma technique is applied correctly in speaking class, it will give some advantages such as: (1) Increase understanding of students' development and decision-making, (2) Enhanced discussions in the classroom, (3) Strengthen students' communication skills through sharing opinion, and (4) Skills and knowledge for students to make better life choices and to become aware of their and others' choices.

Based on the above phenomena, the researcher is quite sure that teaching speaking by using personal dilemma technique can meet the challenges and weakness of EFL learners' speaking ability and may improve it. Based on this, the researcher decided to investigate the effectiveness of personal dilemma technique in teaching speaking skill for EFL learners.

Based on the description above, this study was primarily intended to investigatethe effectiveness of personal dilemma technique on teaching speaking skill for EFL Learners. If such an analysis proved to have a significant role on the level of the students' speaking ability, The result of this study is expected to be useful theoretical, practical, and methodological significance in relation to English language education in Indonesia as well as to research in language teaching.

2 METHOD

This study used pre-experimental research with pretest-posttest design since this study concerns with investigating the effectiveness of personal dilemma technique on teaching speaking skill for EFL learners.

To obtain the data, the researcher used a speaking test in form of performance test and the scoring system was determined by an analytical scoring rubric. To evaluate the students' speaking ability more detail and objective, their speaking performance in pretest and posttest were recorded by using video record. Finally, the criteria of evaluation used the scale (1-5) by Brown (2007: 172-173) in which speaking ability was valued from 5 variables, namely fluency, grammar, vocabulary, pronunciation, and comprehension.

Then, the data obtained from pretest and posttest were analyzed using descriptive statistics and paired-sample t-test to test the hypothesis. The result of descriptive statistics and summary of the students' speaking ability can be seen in the table 01 and 02 as follows:

Table 01: The Result of Descriptive Statistics

	Pretest	Posttest
Mean	61.27	71.85
Standard Deviation	11.20208	13.51647
Largest(1)	76	90
Smallest(1)	40	40

Table 02: Summary of the Students' Speaking Ability.

Aspect	Pre-Test		Post-Test	
	Total Score	Mean Score	Total Score	Mean Score
Pronunciation	2047	52.5	2378	59.45
Grammar	1730	43.25	2027	50.68
Vocabulary	1912	47.80	2278	56.95
Fluency	2100	52.50	2438	60.95
Comprehension	2015	50.38	2327	59.38

Meanwhile, for the hypothesis testing by using paired sample t-test, the researcher determined the confidence interval of the difference was 95% and the standard significance (2-tailed) value level was .05.

3 FINDINGS

From 40 subjects under study, the result of pre-test proved that they had problems in speaking abillity. The data showed that their prior speaking ability was regarded as "sufficient" which could be seen from the obtained mean score (61.28) which was categorized into sufficient. The detail data regarding the achievement of the students in pretest can be shown as follows: 12 students (30%) categorized into "good", 18 students (45%) was categorized into "sufficient", 5 students (12.5%) was categorized into "insufficient", and 5 students (12.5%) was categorized into "very insufficient". Hence,

from the above data it can be concluded that the majority of students (70%) still had problems and were essentially assisted to improve their oral communicative competence.

Moreover, the result of post-test further showed that the students' speaking ability was significantly improved, it can be proved by the total mean score (71.85) was categorized into"good". The detail data regarding the achievement of the students in posttest can be shown as follows: 9 students (23%) categorized into " very good", 14 students (35%) was categorized into "good", 14 students (35%) was categorized into "sufficient", and 3 students (7%) was categorized into "very insufficient". Hence, from the above data it can be concluded that the majority of students (58%) had acchieved the standard score of success (65).

In addition, the result of hypothesis testing by using paired-sample t-test showed that the significance (2-tailed) value level of the analyzed data was .00, it is lower than .05, so, it means that the hypothesis of this study was accepted. Hence, personal dilemma technique is effective for teaching speaking skill to EFL learners.

4   DISCUSSION

The result of the study revealed that personal dilemma technique is effective to be used for teaching speaking to EFL Learners. It cannot be denied that teaching technique which is used by the teacher in the class gives a big influence to the success of the teaching and learning process. In this case, personal dilemma technique automatically trigger the students to be more active in acquiring the academic content without neglecting their social and human relation with other students unconsciously. During treatments process, applying personal dilemma technique for teaching speaking made the students more creative and active in joining the teaching and learning process.

Furthermore, personal dilemma technique encourages cooperative relationships among students. This further gives students the chance to work on negotiating meaning and feel more comfortable to speak. On the other hand, when students work in small groups, the communicative practice they receive will be maximized. In this way, students also learn to pay attention not only to communicate the intended meaning, but also to the social context of the communicative event.

In addition, during personal dilemma activities, students were not under pressure to produce correct speech and as a result, their mental were established and made them as risk taking students. In personal dilemma activities, the only thing they need to do is to communicate and share their dilemma with others. In this case, mostly the students expressed their joy when they all participated in each activity. In fact, this technique makes the students concentrate on how to communicate and express their feeling and ideas freely. Moreover, The students taught using personal dilemma technique were seen to become less dependent on the teacher's assistance. Therefore, the students instructed through this technique rarely get bored and tired during learning process. These activities teach students to take more responsibility for their own learning. They should act as active participants not as passive recipients, in order for them to carry out the tasks.

Presenting personal dilemma technique in speaking class triggers the students to be more active in the process of teaching and learning because the activities offered by personal dilemma technique have relevancy to the characteristics of most university students that curious and enjoy dynamic situations. Meaningful situations were established using pair work and group work, both important features of communicative language teaching in the language classroom.

Thus, by using personal dilemma technique, the students mostly participated actively in each activity. They also had more effort by asking the vocabularies they did

not know in English in order to maintain their speaking activities with their seat partner or their group. They also did more speaking practice even thought they were not under monitored by the teacher. By doing so, the students seen very interested in the process of learning because they can share their ideas freely to each other, and this made the class becoming more alive with the speaking practice. So, that is why this technique (personal dilemma) is effective to be applied for teaching speaking to the EFL university students.

5   CONCLUSION AND SUGGESTION

The above findings and discussion have revealed that EFL learners' speaking ability increases when they learn new lessons using of dilemma activities in the classroom. So, teachers must revise their speaking teaching technique in order to encourage students to expand their communicative ability. Moreover, the language teachers can benefit from this technique in order to educate more active students in order to be better communicators. In this way, language teachers can save great amount of energy and money. In other words, instead of wasting their time and energy on a technique which has little practical activities, the teachers can concentrate using personal dilemma technique which is practically more powerful and useful in encouraging students' speaking ability.

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EXPLORING APOLOGY STRATEGIES USED BY TOURISM STUDENTS IN HANDLING COMPLAINT SITUATIONS

TatangSopian
taso1009@gmail.com

Sekolah Tinggi Pariwisata Bandung
Jl. Dr.Setiabudhi 186 Bandung 40141

ABSTRACT

I was surprised to find out that almost every students believe that "I do apologize" is the magic formulae to overcome any complaint problems in hospitality services. On the other hand, I am sure that hospitality business requires it staffs to act naturally and promptly in delivering its services. This includes the staff's verbal ability, for example in handling complaint situations. This research aims to identify and describe apology strategies used by tourism students in complaint handling situations and to see whether the students who come from different regions choose different apology strategies. To limit the study, only hospitality services settings related to rooms, restaurants and front office services are measured. Using Discourse Completion Test (DCT) the students are asked to elicit their responses in given situations that is designed of different causes of offences; namely by hotel rules, by hotel design or facilities, by others, and by personal fault.To analyze the obtained data the writer uses modified CCSARP coding scheme that is to identify Head Acts of the apology strategies used as individual and pattern or combination.The population of this research is tourism higher education students in Indonesia, while the sample are taken from four well-known tourism schools located in Bandung, Bali, Makassar and Medan. The findings would be beneficial for ESP for tourism teachers in planning teaching material and techniques related handling complain topics.

Keywords:apology strategy, complaint, hospitality services, speech act.

1   INTRODUCTION

Apology strategy has been studied rather comprehensively by Shosana Blum-Kulka et al on their famous project of CCSARP or Cross-Cultural Study of Speech Act Realization Patterns of Requests and Apologies (PDF, NA), Cross-Cultural Pragmatics: Requests and Apologies (1989), etc. The focus of their study is on issue of universality in the speech act studies based on the assumption that "second language speakers" might fail to communicate effectively or "commit pragmatic failure" despite the fact they have an excellent grammatical and lexical command of the target language.

Different from Blum-Kulka's work this study focuses on the use of apology strategies in handling complaint situations in tourism or hospitality service businesses.The objective is to identify apology strategies used by tourism students in handling complaint situations. The main questions to ask are: a) how apology strategy

used by tourism students in complaint handling situation? b) dodifferent demographic locations show different choice of apology strategies in handling complaint situation?

2   METHOD

To answer the above questions, firstly the writerconducted pre-research observation including interviewing some of colleagues who have experienced of working in hotels and restaurants to obtain information about the most common and possible causes of complaint in the hospitality business.

Based on observation and interview result the writer identified there are four causes of offence that will lead customer to complaint i.e. 1) by rule of hotel or restaurant, 2) by design of hotel facility, 3) by other person or other outlet of hotel or restaurant, and 4) by personal fault.

These four categories of causes of offence in complaint situations thenis used as the basic consideration for designing instrument for gathering the data using discourse completion test (DCT). The format of the discourse completion test is basically an incomplete discourse sequence in which there is a description of situation that the informant involves in followed bydialog between character and the informant where his part is left blank. There are eight questions, two questions for each type cause of offence in hope to see whether or not there is a consistent pattern of choice of apology strategy for similar situation.

In this research the social distance and status of the characters involved in the discourse is rather clear that is to say that informant will play the role of service agent of a hospitality establishment, a lower in status, and then customer who has higher status.The population of this research is tourism students of higher education institution in Indonesia. The sample are semester 5 and above students chosen from four well-known tourism higher education centers located in four different parts of Indonesia, namely STP Bandung in West Java, Akpar Medan in North Sumatera, Akpar Makassar in South Sulawesi, and STP Nusa Dua in Bali.

Apology strategy types

Blum-Kulka et al (1989:289) list five type of apology strategies as follow:

1. Illocutionary Force Indicating Device (IFID)
2. Taking on responsibility
3. Explanation or account
4. Offer of repair
5. Promise of forbearance

According to Blum-Kulka et al apology can be performed by any one of the above strategies, or any combination or sequence. In this research the use of apology strategy by the informant will be seen as individual occurrence and as sequence or combination of strategies. The following example is taken from Blum-Kulka (1989:290) where all five strategies are used in sequence:

IFID   RESPONSIBILITY   EXPLANATION
I's sorry. I missed the bus, and there was a terrible traffic jam.
REPAIR   FORBEARANCE
Let's make another appointment. I'll make sure that I'm here on time.

The coding scheme

Apology strategy	Scheme of codes											
1. IFID	a	1	f	1 + 2	k	1 + 2 + 4	p	1 + 2 + 3 + 4	u	2 + 5	z	3 + 5
2. An explanation or account of the cause of offence	b	2	g	1 + 3	l	1 + 2 + 5	q	1 + 2 + 3 + 5	v	2 + 3 + 4	aa	3 + 4 + 5
3. An expression of the doer responsibility for the offence	c	3	h	1 + 4	m	1 + 3 + 4	r	1 + 2 + 3 + 4 + 5	w	2 + 3 + 5	bb	4 + 5
4. An offer of repair	d	4	i	1 + 5	n	1 + 3 + 5	s	2 + 3	x	2 + 5	cc	5
5. A promise of forbearance	e	5	j	1 + 2 + 3	o	1 + 4 + 5	t	2 + 4	y	3 + 4		

Figure 1

Following the order of apology strategies in Blum-Kulka, the apology strategy types are code in number 1 – 5 where 1 represents IFID, 2 represents an explanation of account of the cause of offence, 3 represents an expression of the doer responsibility for the offence, 4 represents an offer of repair, and 5 represents a promise of forbearance.

The coding scheme for patter of combination are as shown above represented by letter a untilcc with combination of apology strategies represented by numbers on its right column. Letter "k" represents pattern of combination of apology strategy 1 + 2 + 4 or IFID followed by explanation, and then an offer of repair.

3   FINDINGS AND DISCUSSION

The presentation of findings is based on the four causes offence, but the writer only picked one question of each cause of offence to adjust to limit of proceeding pages. Here is the detail of the findings and short discussions:

3.1   By rule of the establishment (Question 1)

You are a waiter in a restaurant. A guest wants to bring her Chi HwaHwa dog inside the restaurant. But, the restaurant rule says, "Pets are not allowed inside restaurant".

Customer :"This is mad… You know, I never leave my dog alone, wherever I go - she goes with me."

You   :_____

In question 1 the cause of offence is "rule of the establishment", in this case a restaurant that says, "Pets are not allowed inside restaurant". The situation requires students to respond to customer complaint where the customer does not feel satisfy with the rule as she never leave her Chi HwaHwa dog alone.

As individual choice, the most frequent use apology strategy is IFID by 156 or 99.3%, followed by explanation or account of the cause of offence by 135 or 85.9%, and then an offer or repair by 109 or 69.4%.

Although the writer hasidentified 29 different possible combinations of apology strategies, but the data in table above shows that only five combinations were chosen in answering question 1.

The highest appearance of total combination is "k" by 86, followed by "f" = 47, "h" = 22, and the lowest is "j" and "t" = 1. When seeing the use of apology strategy based on respondent place of origin, female of Bandung is the highest frequency use of "k" combination = 16, while the lowest frequency used of "k" combination is male of Medan with only 4. Another interesting data shows from the use of "f" combination in which the highest frequency is female of Makassar = 10 while the lowest is both male and female of Bandung with 3. Here are some examples of answer to question 1:

(1) Q1/k/Female/Bandung:

> *"I'm sorry sir[1], this is rule from our restaurant[2]. But don't worry, I suggest you to entrust your dog to our employee while you can eating in our restaurant[4]. Don't worry we can handle and protect your dog."*

(2) Q1/f/Female/Makassar:

> *"I am so sorry ma'am[1], we have rules here[2]. Please understand."*

(3) Q1/h/Male/Bandung:

> *"I'm so sorry mam[1]but we have an outside table if you want[4]."*

3.2 By personal fault (Question 2)

You are a receptionist in a hotel. You are now handling guest to check-in and have asked guest to lend his ID card to ease the process. After finishing filling the data you ask guest put signature under his name.

Guest : "What a stupid mistake! You have already asked for my ID and you still
misspell my name?"

You :_____

Here, the cause of offence is a personal fault.IFID is the most frequent strategy use by 157 followed by an offer of repair strategy by 102, and then at the third place is an expression of the doer responsibility for the offence. Meanwhile an explanation and a promise of forbearance strategies are chosen by informants although the number is not really significant i.e. by 20 and 10.

(1) Q2/h/Female/Bandung:

> *"I deeply apologize, Sir[1]. I will fix it in a moment[4]."*

(2) Q2/m/Male/Bandung:

> *"I do apologize sir[1]. Forgive my mistake[3]. Let me change it. Please, just a moment Sir[4]."*

(3) Q2/f/Female/Medan:

> *"I'm sorry sir[1] I just wanna make sure your name[2]."*

The most frequent used pattern of apology strategy in question 2 is "h" by 65, followed by "m" by 34, and then "f" by 17. Pattern "h" represents combination of 1 + 4 or IFID followed by *an offer of repair*. As can be seen in example (1) the informant acted out as

receptionist begins with an apology using performative Verb apologize, "I deeply apologize sir." Then followed by an offer of repair, "I will fix it in a moment."

Example (2) of question 2 showing the use of pattern "m" that represents combination of 1 + 3 + 4 or IFID followed by doer responsibility, and the followed by offer or repair. The approach of pattern "m" different from "h" that it includes a kind of 'confession of sin" by adding the apology strategy an expression of the doer responsibility for the offence. Inclusion of this apology strategy will help smooth the complaint handling process since it will fulfill the face want of the guest that the mistake is indeed a personal fault that the doer suppose to apology personally. After that an offer of repair is include that will end the problem.

The last example (3) is pattern "f" representing combination of 1 + 2 or IFID followed by explanation or account. Reading example (3) it seems that something is not right. The strategy 2 or explanation or account of the cause the offence i.e. "I just wanna make sure your name." is not connected to the cause of the offence.

3.3   By design of facilities (Question 3)

You are in charge as receptionist of a hotel. A guest chooses a standard room and has just checked in to his room. It is your hotel policy that TV is not provided in standard rooms and you have told the guest about it. The guest call you from his room and say,

Customer : "Excuse me, there is no TV inside my room, how can it be? There is important news I need to watch and your standard room price is quite expensive already!"

You   :_____

The cause of offence in question 3 is by the facilities or design of property. In this case room furnish of a standard type room that is not equipped with a TV set that becomes the cause of complaint of the customer. The challenge is to encourage students to elicit expression or communication part to complete the DCT questionnaire dialog.

There are three most frequent use of individual strategy for question 3 namely IFID by 148, an explanation or account of the cause of offence by 141, and an offer of repair strategy by 126. From these three figures, the highest user of IFID strategy is female of Makassar by 19 or 100% while the lowest user is female of Bandung by 20 or 87%. Meanwhile both Male and Female of Medan is the highest user of explanation strategy by 100%. Female of Makassar identified as the lowest user of explanation strategy.

When seeing the apology strategy as pattern or combination the finding is as follows; table 3b shows that the most frequent used pattern of apology strategy is "k" by 96, followed by "f" by 36 and the third position is "h" by 13. Pattern "k" represents the combination of 1 + 2 + 4 or IFID followed by *an explanation or account of the cause of offence* and then *an offer of repair.*Pattern "f" represents the combination of 1 + 2 or IFID followed by *an explanation or account of the cause of offence*. Pattern "h" represents combination of 1 + 4 or IFID followed by *an offer of repair*. Here are some examples
(1) Q3/k/Female/Bali:

> *"I am sorry, Sir[1]. This is the hotel policy that TV is not provided in standard rooms. We can upgrade your room to superior room with a little additional charge if it's alright for you[2], or if the news is important, you can watch TV in the lobby[4]."*

(2) Q3/f/Female/Bali:

> *"I am very sorry sir[1]. Actually this is our policy that TV is not provided in STD rooms. So, that's why you can't find TV inside your room[2]."*

(3) Q3/h/Male/Makassar:

> *"We are very sorry[1], but you can still watch at the lobby[4]."*

3.4 By other person or unit in hotel (Question 5)

You are working as a waiter in a restaurant. Mr and Mrs. Brown ordered sirloin steak and you have brought all their orders to the table. After a moment Mr. Brown calls you …

Mr. Brown : "I've asked you to have the steak medium rare, didn't I? Look, it is well done. It is hard for me to chew."

You :_____

Generally there are only two strategies choose frequently namely, at the first place is IFID strategy by 156 or 96.7% and at the second place is an offer of repair strategy by 146 or 92.9%. In the middle the strategies of *an explanation or account of the cause of offence* and *an expression of the doer responsibility for the offence* only use 23 and 26 times. At the lowest is the strategy of *a promise of forbearance* by 3 times or 1.9%.

(1) Q5/h/Male/Bali:

> *"I do apologize Mr. Brown[1]. If you don't mind, we'll make new steak for you, and it will be medium rare[4]."*

(2) Q5/m/Female/Bandung:

> *"I do apologize Mr. and Mrs. Brown about your sirloin steak[1]. Yes this is my mistake[3]. Because I cannot detail about your orders. Can I change your steak Mr. and Mrs. Brown?[4]"*

(3) Q5/k/Female/Bali:

> *"Really sorry[1]. Perhaps our chef doesn't know or forget about your request[2]. I will change it right now sir[4], please wait a moment."*

There are three patterns dominating the list i.e. "h", "m", and "k". Pattern "h" which represents combination of 1 + 4 or IFID followed by offer of repair strategy appears by 105. Seeing pattern "h" as response to complaint in question 5 it seems like an effective approach that the alternative is immediately offered by the waiter (1). At the next is pattern "m" that represents combination of 1 + 3 + 4 or IFID followed by doer responsibility followed by offer of repair. As can be seen in example (2) the pattern offer a complete approach to the problem of complaint by first apologizing for what is happening to the customer food the showing responsibility by saying that it was the waiter mistake in which he/she did not write the order in detail. At the end an alternative solution to the complaint is offered (2).

In the last example (3) where pattern "k" is chosen by the informant something is not 'true' can be felt by reading "Perhaps our chef doesn't know or forget about your request". It feels like the waiter is putting the blame on someone else although it is not clear in the question who did the mistake.

4   CONCLUSIONS AND SUGGESTIONS

Below is recapitulation of apology strategypattern of combination as response to the eight questions in the instrument with its number of appearance that presented based on the four categories of the causes of offence.

1.	By rule of the establishment	Question 1	k=86	f=47	h=22	Question 8	f=105	k=28	h=13
2.	By personal fault	Question 2	h=65	m=34	f=17	Question 4	h=87	m=38	g=6
3.	By design of facilities	Question 3	k=96	f=36	h=13	Question 7	k=89	f=43	h=19
4.	By other person or unit in hotel	Question 5	h=105	m=23	k=16	Question 6	f=11	k=26	h=10

Only 'by design of facilities' has exactly similar choice of pattern of combination for both question 1 and 8 i.e. *k, f,* and *h*. It means the first choice is confirmed by the second. 'By rule of establishment' basically has similar pattern that consists of *k, f,* and *h* but the sequence is different where in question 1 'k' is the highest by 86, in question 8 'f' is the highest by 105. 'By personal fault' shows difference in the third choice; in question 2 'f' is chosen after 'h' and 'm' while in question 4 number third is 'g'. The last, 'by other person or unit in hotel' show 'h', 'm' and 'k' for question 5 and 'f', 'k', and 'h' for question 6.

Different regions or locations of school that is Bandung, Bali, Medan and Makassar do not really show significant differences in the choice apology strategies. What really matter is, obviously, English competency that determines answers to each question. The better the competency, the better answer will be elicited by the informants.

It is suggested that to avoid misunderstanding the wording of the questionnaire should only use performative verbs that represent each case clearly. Let alone that sample are students of semester five above and has been doing their internship in four to five stars hotels. It is also would beneficial if the use of intensifier, down graders, syntactic down grader are also discussed and analyzed.

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APPLYING THE ACQUIRED KNOWLEDGE AND SKILLS FROM THE MTCP COURSE, 21ST CENTURY PEDAGOGICAL SKILLS: BEST PRACTICES AND ASSESSMENT IN IPGKBA TO ENHANCE LISTENING AND SPEAKING SKILLS AMONG UNDERGRADUATES OF ADI BUANA UNIVERSITY SURABAYA

Hertiki

h3rt1k1@gmail.com

University of PGRI Adi Buana Surabaya, Indonesia
Aslam Khan Bin Samahs Khan
khan8689@hotmail.com

Institute of Teacher Education International Languages Campus (IPGKBA)
Kuala Lumpur, Malaysia

ABSTRACT

The Malaysian Technical Cooperation Programme (MTCP) was officially launched on 7th September 1980 in New Delhi. The main objectives of MTCP are; to share development experience with other countries; to strengthen bilateral relations between Malaysia and other developing countries; to promote South-South Cooperation; and to promote technical cooperation among developing countries. The Institute of Teacher Education International Languages Campus (IPGKBA), Kuala Lumpur has been conducting MTCP programmes since 2001. Being the centre of Teacher Education for international training, IPGKBA has conducted numerous courses for more 1000 participants from nearly 100 countries. The participants include teachers, lecturers, education officers and administrators. Through the 4-week course, the course participants are exposed to 21st Century Best Practices Pedagogical Skills in ELT. Course participants are also required to adapt and adopt the best acquired knowledge and skills during the implementation stage in their respective countries. This paperaims to share the acquired knowledge and skills from MTCP course in IPGKBA in improving listening and speaking skills among the undergraduates in AdiBuana University, Surabaya, Indonesia. The data was collated from interviews, questionnaires, classroom observations, field notes, voice recording and pictures taking. Issues, challenges and conclusive results would also be shared in this presentation. Some recommendations and suggestions will form the conclusion of the presentation for a contextualized implementation of the acquired knowledge and skills.

Keywords: acquired knowledge, skills, MTCP, listening, speaking, undergraduates

1   INTRODUCTION

In line with the spirit of South-South Cooperation, Malaysia through the MTCP shares its development experiences and expertise with other developing countries. The programme forms part of the commitment of the Malaysian Government towards the promotion of technical cooperation among developing countries, strengthening of regional and sub-regional cooperation, as well as nurturing collective self-reliance among developing countries. One of the MTCP Courses was held from 22ⁿᵈSeptember 2014 to 17ᵗʰOctober 2014 at IPGKBA, Kuala Lumpur. The course, "Innovations in English Language Pedagogy: Best Practices and Assessment", was designed to provide participants from Indonesia, Uzbekistan, Oman, Bhutan and Laos with the opportunities of developing an understanding of the innovative methods and assessment in teaching English as a Second Language (ESL). There were six components taught by qualified trainers:

- • Listening and Speaking (14 hours)
- • Reading (14 hours)
- • Writing (14 hours)
- • Grammar (12 hours)
- • Assessment (12 hours)
- • Literature (14 hours)

After completing the 4-week course, the participants were expected to adopt and adapt the acquired knowledge and experience in their teaching learning activities, in their respective countries. This study is focused only on the listening and speaking component, the researchers` specific aims are to raise their students' critical thinking skills and self-confidence. Since English is a foreign language among undergraduates at the AdiBuana University Surabaya (UNIPA), listening and speaking activities have become priorities in improving their English language proficiency.

The researchers at UNIPA are interested to find out whether the teachingof listening and speaking skills using "Getting to Know", Edublogs, and "Rectifying English Pronunciation" are beneficial for the undergraduates. This study also aims to determine the success level of these activities.The findings on the effectiveness of both listening and speaking skills are expected to contribute towards the improvement of English language teaching among lecturers and students of UNIPA. Moreover, the research is also intended to provide information to other researchers who are interested in conducting similar researches.

1.1   The Implementation of Listening and Speaking Classroom Activities:

The following are descriptions of activities aimed at helping the students in improving listening and speaking skills: (Title: Lend Me Your Ears and Speak! adopted from MTCP programme at IPGKBA, 2014)

1.1.1   *Getting to KnowYou*

According to Dutton (2001), the activity of "Getting to Know You" helps the students to develop their communication skills and make them feel comfortable with speaking and interacting with all the other students in class. It can be used for intermediate and advanced level. The steps of doing this activity are:

- (a)   Give each student an index card.
- (b)   Ask the students to think of three things about their personal preference. It can be related to hobbies, jobs, favorite colors, etc.

(c) Ask them to write down the information on their cards without writing their names. When they have completed the task, ask each of them to choose a new partner and take turns in telling about their personal preference, for example:

A: Hello, good morning. My name is Fajar. What's your name?
B: Good morning Fajar. My name is Zamira. Nice to meet you, Fajar.
A: Nice to meet you too, Zamira. I want to tell you three things about myself: I work as a teacher in one of the schools in Surabaya. My favourite food is *sayur asem*and I love watching football matches. What about you, Zamira?
B: That sounds great! My favorite color is blue, I do love shopping and I like reading books.
A: Wow, it's really nice, Zamira! By the way, I have to go now. Thanks for sharing. Good bye and see you later.
B: Bye Fajar.

(d) After practicing the conversation with their classmates, the students exchange the cards with a"new friend".
(e) They will then find and tell their new partner about their old partner based on the information given. Each person will record this information on the other side on the index card (the index card is only to help them remember everything).
(f) Once they have finished, they each stand up in front of the class and tell everyone what they have learned about their classmates' preferences.

1.1.2 Let's get blogging in Edublogs (www.edublogs.org) – Education Blogs for teachers and students.

An Edublog is a blog created for educational purposes. It is an amazing and friendly community. Edublogs support students' and teachers' learning by facilitating reflection, questioning self and others, and collaborating and providing contexts for engaging in higher-order thinking. Edublogs is one of the world's most popular education blogging services. Edublogs is easy to create. It can manage students' and teachers' blogs, customize designs and alsoinclude videos, photos and podcasts.

The activities in the blogging are:

(a) Brainstorming and posing triggering questions about blog such as,"Have you got your own blog? What are the advantages of using blogs in the classroom?"
(b) Video-viewing and giving some examples of Edublogs.
(c) Getting started withEdublogs.
(d) Reaching out:

- writing on the dashboard to introduce about personal information.
- uploading photos / images and necessary links to allow the students to reach out to a wider audience.
- furnishing the blog and inviting other users to comment on the blog.

- thinking of an activity/lesson that the students could carry out using this blog.

(e)   Sharing and reviewing the blog, discussing and reflecting.

1.1.3   *Clearing the air – Rectifying English Pronunciation entitled "English Vowels" by Laila HairaniSanggura (2012)*

(a)   Work in pairs. Select any two stanzas in the poem below to be recited by both of you. Take turns to recite the selected stanzas and digitally record your voice.

(b)   After reciting and recording two stanzas in the poem, listen to your classmates recording and analyze the mistakes.

ENGLISH VOWELS

'a', 'e', 'i', 'o', 'u' are five letters
that represent the English vowels.
Yet, they vary in pronunciation and spelling.
Their irregularity is mind-boggling.

Take for example the word 'honey'
It looks almost similar to 'phoney'
Yet, it rhymes with the word 'bunny'
Isn't that utterly strange and funny?

How come the word 'treat'
rhymes with the word 'beet'
yet, its spelling is closer to 'threat'?
Don't you think students might fret?

What about the word 'through'
That rhymes with 'true'?
Isn't it a horror when its spelling
ends like 'thorough?

Likewise the word 'though'
that rhymes with 'doe'
it is spelt almost like 'tough'
of which rhymes well with 'stuff'
Can anyone explain why the letter 'a'
does not sound the same
in 'ward', 'want' and 'wax'?
They seem to rhyme with
'ford', 'one' and 'axe'.

What about the letter 'i'
that is pronounced differently
in 'dim', 'dirt' and 'die'

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that rhyme with 'hymn', 'hurt' and high'?

The pronunciation of 'oo'
in words is confusing too.
It is a short 'u' in 'soot'
but a long 'u' in 'shoot'
It is also short in 'good'
but long in 'mood'.

No wonder this irregularity
in spelling and pronunciation
is a cause of contention
when learning English vowels
and phonetic transcription.

Laila HairaniSanggura, 2012

2 METHOD

This paperaims to share the acquired knowledge and skills from the MTCP course conducted in IPGKBA in improving listening and speaking skills among the undergraduates of UNIPA, Indonesia. The data is collated from interviews, questionnaires, classroom observations, field notes, voice recording and pictures.The participants of this research are undergraduates in the fourth semester of the academic year of 2014/2015.The studentsare registered in five classes namely A, B, C, D, and E. In UNIPA, the fourth semester'senrolment consists of 40 students placed in each class. In this study, the researchers chose only B class based on the teaching schedule given. The researchers conducted observations in class B class seven meetings before the mid-term test. In this study, the researchers' teaching journals are used as data to be analyzed,too. There are seven journals based on the seven meetings. Each journal is written at the end of the each lesson. The journals explained the teaching stages in implementing "Getting to Know", creating and presenting the Edublogs, recording the English vowels and also the students' motivation during the lessons.

3 FINDINGS AND DISCUSSION

Students' Feelings and Activeness
Negative Responses 13%
Positive Responses 87%
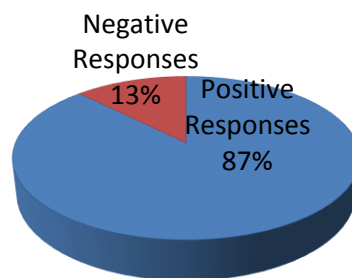
There were 40 respondents for this research. The chart has two colors, blue and red. Blue indicates positive responses whereas red for negative responses. As for positive responses, 87 % were very happy and enjoyed the implementation of all activities. They completed either the individual or group activities well. They also engaged actively during the activities. The activities involved conversation, presentations and discussions. They were confident in carrying out the speaking activities. They used English to communicate with their peers and in asking questions or giving responses. The researchers combined both the individual and group activities together .in analyzing the data. The respondents were more active in performing individual tasks compared to group tasks. The researchers attempted to create an environment conducive to speaking activities as well as authentic materials for respondents to actively involve speaking in English as much as possible. However, 13% of the respondents were unhappy. They lacked confidence and were afraid of making mistakes during the listening and speaking activities. The researchers motivated them in making them enjoy the tasks, and gave them ample time to participate in the activities.

Interesting Activities

English vowels 32%

Getting to know 56%
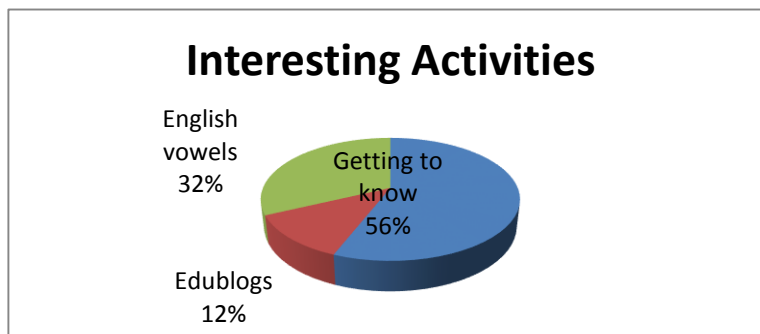
Edublogs 12%

The threeactivities conducted among the respondents were 'Getting to Know', 'Edublogs' and 'English vowels'. It can be seen from the data above that the most popular activities chosen by the respondents was 'Getting to know' (56 %). The reason they chose 'Getting to Know' as it was the easiest activities compared to the others. They were required to create a simple dialogue and practiced with their friends. Furthermore, this activity was done individually and did not require a lot of time to complete. They could express their ideas right away in an impromptu manner.For 'Edublogs' the data showed only 12 % for this activity. They had difficulties in creating the blog because it was a new experience to them. They took a lot of time in setting up and customizing it. They had problems with the internet connectivitywhichhindered their progress. Furthermore, once they had completedtheir blogs, they need to prepare the presentation individually. Although the topic for the presentation was of their choice, it was quite a challenge to create an interactive power point individually. The respondents chose 'The English vowels' (32%) as an interesting activity in class. For this activity, they were allowed to use dictionaries before reading the stanzas of the poem. After they were sure with the pronunciation, they could digitally record their voice. Then, the respondents had to listen to their own voice recordings and also those of their friends', analyze and list down any words mispronounced.
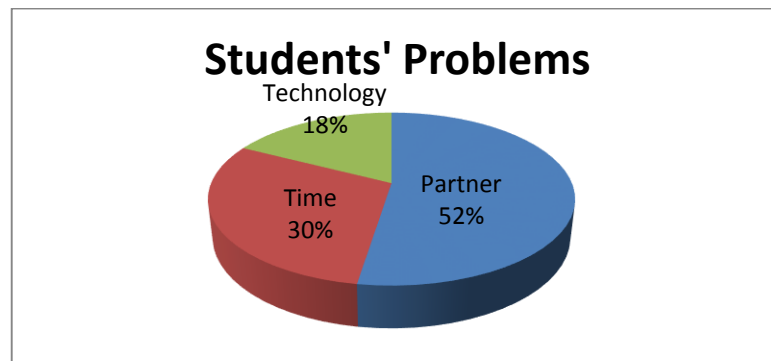
There were 40 respondents who gave responses on problems they faced in doing the activities. 52% of the respondents found to have difficulties working with their partners during group work. They felt that it was difficult to work together especially for the activities of English vowels. Each of them had a different opinion in reciting the stanzas. Thirteen of the respondents (18%) faced technological problems as how to sign up and customize the 'Edublogs' for the first time. Besides, they also had difficulties in recording their voice for the English vowels. They had to do it at least three times to get a favorable result. To overcome this problem, they usually asked their teachers or friends for assistance. Lastly, thirty of the respondents (30%) had problems in managing their time. They felt that the seven sessions were insufficient in completing all the set activities.

4   CONCLUSION AND SUGGESTIONS

Listening and speaking skills are vital to be mastered by every English language learner especially for the students of UNIPA English Department. There are also instances where the lecturer finds it difficult to encourage the students master listening and speaking skills. In order to assist and motivate the students, the lecturer has to be creative in applying the various techniques in the teaching. It can be concluded that the acquired knowledge and skill from MTCP course is found to be effective in creating interests and enjoyment in the teaching and learning of the target language.

In the teaching and learning of English language at UNIPA, the activities of 'Getting to Know', 'Edublogs' and 'English vowels' have been successful and can be further improved. The materials and the techniques have been well-accepted by the students. They are delighted and look forward to participating in all the activities derived from the MTCP course. They have become more motivated and interested in getting involved in the lessons. They, too, have become more excited about the content. In addition, the students have also mastered the skills. In general, theyhave improved their listening and speaking performance during the English language classes.

In conclusion, the researchers suggest that the MTCP courseshould provide more hands-on and interactive listening and speaking activities for the participants. Interactive games such as 'Board Games', 'Taboo' and 'Such Like' can be handy for the course participants. Nevertheless, the researchers realize that this study still needs further improvement. The researchers look forward to more sharing sessions of their experiences and also recommend further studies asan extension of this research work in the near future.

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A COMPARATIVE STUDY OF USING MULTIMEDIA VS FLASH CARDS ON STUDENTS' VOCABULARY AT FOURTH GRADE ELEMENTARY SCHOOL STUDENTS OF 15. ULU GADUT PADANG.

Hevriani Sevrika

sevrikariecha@gmail.com

Armilia Riza

rizaridwan23@gmail.com

STKIP PGRI Sumbar

ABSTRACT

Vocabulary mastery is very important for the students to get successful in learning English skills. However, in fact most of the students still have low or lack of vocabularies, because they still have some problems to get them. The first problem is; they can not pronounce the single word correctly and they do not know the meaning of the word. Thus, they will have a problem in communication through speaking. The second problem is; they do not often listen the English, because English as Foreign Language in Indonesia, so they only listen and learn English in the classroom or in the English subject. The last problem is the teacher rarely speaks English in teaching learning process. It is caused most of the students still do not know much if the teacher speaks English fully.

The Multimedia can be defined as the combination of text, sound, pictures, animation, and video (Suyanto, 2008: 101). Thus, in this research the researcher used the multimedia through combined text, sound, and picture. Then, a Flash Card is Cahya (2011: 15) stated that flash cards are small cards, big enough to carry on it: part of sentences, phrases, single words, minimal pairs and so on.

This study was an experimental research. Population of this research is the fourth grade students of Elementary School 15 Padang who was totally 157 students. The sample was selected by using cluster random sampling technique. The instruments were vocabulary test. The data were analyzed manually by using t-test formula.

The mean score of the class that was taught by using multimedia was 78, but the mean score of the class that was taught by using Flash Cards is 75,4. Therefore, the multimedia is a good media that can be applied by the teacher to improve student's vocabulary and can attract student's attention to study English.

Keywords: Multimedia, Flash Cards, Vocabulary, Young Learners, and Comparative Study

1 INTRODUCTION

Nowadays, English has been introduced in the kindergartens and elementary schools. However in west Sumatera government have been deleted the English subject in the teaching and learning process, but some of the private elementary school still teach English subject. Thus, English is better to be acquired by the students in the early age of the school.

Especially for elementary school students, the vocabulary is the central of knowledge to learn more about English. It can not be separated from other language elements in the teaching and learning process because it influences the students' ability and learning English. The first skill is speaking skill, the learners who want to master English speaking or want to tell their ideas or questions in learning process which they need vocabulary. The second skill is listening, the vocabulary will be needed to understand what other, a native speaker, or a teacher says to them. The third skill is reading skill, the vocabularies have an important role to understand and comprehend the words, the sentences, or the texts that the learners read. The last skill is writing skill that will need vocabulary to write everything (assignments, letters, and reports). It means that by mastering the vocabulary, the learners will be able to produce too many sentences easily either in written or spoken.

It is impossible for the learners to perform their English well in each skill if their vocabularies are very limited. They will have problem to express or master their language skills because of having less vocabularies. Therefore, vocabulary mastery must be as the first priority in learning or teaching. Without mastering the vocabularies, the learners will be difficult to master language skills.

In general, teaching vocabulary is not easy. There are many difficulties in teaching vocabulary, especially in elementary school students as the beginners. Based on the writers' observation, in SDN 15 Ulu Gadut, the writer found that the teachers faced some problems in teaching English. The writer found that the mastery of English vocabulary of students is still low, although they have learnt English since in the second year. Many problems often appear during the teaching and learning process. The students' score of the vocabulary test is low. It shows that the students' vocabulary mastery is poor. It is caused by some problems, they are; the technique of delivering materials is neither suitable nor interesting. Because of the problems, students got difficulties in learning vocabulary. Firstly, the students get difficulties in pronouncing words correctly. Pronouncing the word correctly is an important thing in teaching vocabulary because incorrect pronunciation will influence the meaning of the words.

The mistakes above that are done by the students are caused by translation method in teaching vocabulary. The teacher taught vocabulary mostly by translation the materials at the beginning the lesson or write the glossaries at the end. Moreover, the teacher never uses self – defining context, definition in the target language, and pictures to make the students have the same perception and can imagine the things or materials that is taught by the teacher. Then, the students' motivation in learning English is low; they do not pay attention to the teachers' explanation, and they are bored to do the lesson. Based on the facts above, it can be concluded that the problems in the teaching and learning vocabulary at the fourth grade tear of SDN. I5. Ulu Gadut Padang mostly comes from the teacher. The factors are: the teacher is not creative in using media for teaching, the teacher only give a little time to practice and pronounce the words. Then, the teacher uses ineffective technique in teaching vocabulary. It does not give the students good motivation to study.

Considering the problems above, the writer wants to give a solution especially in increasing the students' vocabularies mastery, so the students will be able to speak in

English well and mastery in the other four skills. The solution is by using some media in teaching. There for, there are two kinds of media that can be used. The first media is the electronic media which is the writer will be used. Multimedia is the materials which are presented in the text, graphic art, animation, sounds, and video. The second media is flash cards which are the using of cards with pictures and words in it. It will help them to have the same perception about the vocabularies or materials that they learn. These media will make the students feel fun, relax, enjoyable, and they will memorize and imagine vocabularies in different way. Based on the problems above the writer will conduct a study to increase the vocabulary mastery of the students through comparing two classes by using two difference media; they are multimedia, and flash cards. The writer decides to conduct a study entitled "A Comparative Study of Using Multimedia Vs Flash Cards on Students' Vocabulary at Fourth Grade elementary School Students of 15. Ulu Gadut Padang.

1.1 Vocabulary

Vocabulary is one of the English language components which are very important to acquire clear meaning of the words.

1.1.1 The Nature of Vocabulary

Hatch and Brown 1995 in Leny (2006: 6) state that vocabulary is the knowledge of words and words meaning also put vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the context. English words have a bundle of meanings. A word could have much meaning; it depends on the context of the words. Therefore, a word can not be defined only on the dictionary' meaning but it should find on the context where is the words are used.

1.1.2 Type of Vocabulary

There are some types of vocabulary. Nation (1990: 29) has divided vocabulary in the specific reference, such a word:

(a) Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

(b) Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represent and being able to think of suitable subtitles for the word if there are any.

It can be concluded that vocabularies can be classified into two types; receptive or passive vocabularies, and productive or active vocabularies. The receptive or passive vocabularies are used in the writing and reading the texts. However, active or productive vocabularies are used in the speaking or orally language and listening the conversation, song, and movies. Hence, the vocabularies that are used in the spoken language are different which is used in the written language.

1.2   Teaching Vocabulary

Vocabulary can be learnt by the children through different ways and tools, here there are some experts who explain about it. Suyanto (2007: 47), in general, children will be faster to learn words or vocabulary if the teacher uses medias or tools; pictures or real things. Teacher can use some kinds of Medias in teaching English to students, because they will easily and fast, if they see it directly and touch it.

Last, Web Files (2011: 13.00 p.m) discussed about; developing content area vocabulary. Vocabulary specific to the content area may be developed through various activities, including the following:

(a)   starting a picture dictionary or word bank
(b)   teaching the vocabulary appropriate to a given subject before introducing the content
(c)   reviewing and reinforcing the vocabulary during the content activities
(d)   labeling objects in the classroom
(e)   taping vocabulary words in context so that students learn to recognize the words
(f)   using realia (actual objects, such as a variety of foods or textures) as tools for teaching so that vocabulary becomes real and tangible
(g)   encouraging students to use a dictionary to learn or confirm word meanings

Based on some experts above, the writer can conclude that learning a vocabulary can be done through different techniques and some Medias or tools. In teaching vocabulary, the words should be given in context. Because they words have a bundle of meaning in English; the words will have difference meaning if the context of the words are different.

1.3   Vocabulary for Elementary Students

The words which will be given and taught to elementary students have different way and word classification. Since, they like the babies who learn their mother tongue language, so teacher should give the language that near, real and easy to be kept and understood by them. Here, there are some experts about these, first McKeowa and Beck (2003) in Linse (2005, P: 122) states that it is important to use both formal and informal vocabulary instruction that engage students' cognitive skills and give opportunities for the learners to actually use the words. The formal instruction is the teacher gives direct or clear instruction and explanation to teach them new words. However, the informal instruction is the students learn and understand the meaning of the words and they know the pronunciation of the words through what the teacher command or ask to them, like wise; sit down please! Good morning students (teacher greets the students in the morning). In conclusion, the teachers should explain the words for students clearly and applied them in the real situation of the class.

1.4   Multimedia

1.4.1   Nature of Multimedia

Multimedia can be motivating and engaging, and it can provide learners with quick and easy access to a wide range of new material. It can also encourage learners to take control of their own learning and sustain their interest. However, multimedia imposes demands on teachers to manage learning in new and innovatory ways. There are some reasons why the teachers may consider applying multimedia in teaching vocabulary, according to

Deporter (2000:168) based on the Computer Technology Research (CTR); there are four types of percentage someone can remember something have they learned. They are;

(a)   People can remember about 20% from what they have seen.
(b)   People can remember about 30% from what they have heard.
(c)   People can remember about 50% from what they have seen and heard.
(d)   People can remember about 70% from what they have heard, seen, and done.

Its mean that people can remember in longer time when something that they have seen, heard, and done. The third reasons are to make the writer to use multimedia in teaching English vocabulary. Thus, the third reasons can be applied by the teachers in teaching through multimedia. To know far information about multimedia, we can see from the below definition.

First, Collin, Janets et al (1997: 4) define that Multimedia to be a way of presenting material (often learning material) which involves three or more of the following media within a computer environment:

(a)   Speech or other sound
(b)   Drawings or diagrams
(c)   Animated drawings or diagrams
(d)   Still photographs or other images
(e)   Video clips
(f)   Text, i.e. the printed word.

In the presenting or show the material to the other, the presenters or teachers can use multimedia to show the material in differences Medias, such as; pictures, videos, movie, animated pictures, and etc.

There are medium that can be used by the teachers in teaching English, but today there is the newest medium that is used through the computer. It is multimedia. Teacher can use it in teaching, especially English. It is can be applied into four skills (listening, speaking, reading, and writing), and vocabulary and grammar. For multimedia can be used by the teachers through show the movies, songs, videos, pictures with sounds, power point, and internet to their students.

1.4.2   *Types of Multimedia*

Multimedia can be differentiated into two types (Janiansyah: 2011):

(a)   Multimedia content production is using and processing some media (text, audio, graphics, animation, video, and interactivity) that difference to tell the information or to produce the multimedia products (video, music, film, game, entertainment, and so on). Or it can be used for other technologies which is possible to mix the medias (text, audio, graphics, animation, video, and interactive) with the new way for communication.
(b)   Multimedia Communication; the use of mass media, such as; television, radio, internet, and cast. They use to publish or communicate the advertising material, publicity, entertainment, news, education, and others. In this type, the medias that is used, for example; TV, radio, film, cast, music, game, entertainment, tutorial, and ICT (internet).

Related to the types of Multimedia, for education system, the teachers can use multimedia communication. It has the function to tell the information to the others. The teachers can use to show and explain the teaching materials to their students.

1.5 Flash Cards

Cambridge advanced learners' dictionary (2011) states that flash card is a card with a word or picture on it which is used to help students learn. For active recall of vocabularies, the flash card may have a picture one side and the teacher writes the name of the thing on the other side so that teacher will know that picture is being shown. Flash card is can be in the form of photograph, drawing or picture cut out of the magazines and newspaper. For a language instruction, drawing is not necessary the work of art. Stick figure can be drawn on the blackboard or cardboard. The picture must be enough so the student can be see them clearly.

Noonan (2010:17) classified pictures according to their size into three 'key' categories:

(a)   Large (20x30 cm): useful for whole-class work
(b)   Medium (10x15 cm): useful for group-work
(c)   Small (5x5 cm): useful for games and other group-work activities

This classification applies to picture flashcards as well. The writer have simplified Hill's classification and divided them into two groups only. The first group covers "Big flash cards" (about 15x20cm or larger), typically used by the teacher for whole-class activities such as presenting new language, controlled practice or as prompts for speaking activities. The second group then covers "small picture flash cards" (smaller then about 15x20cm), usually used by students for working individually or for games and activities in pairs or groups.

1.5.1   Big picture Flashcards

In this sense, the picture is used in a more meaningful and 'real-life communicative' way than being just displayed for students to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication. Hill (1990: 56) illustrated this idea on the example: "In the same way that the idea of holding up a pen and asking 'What's this?', expecting the answer 'It's a pen' is uncommunicative, it is uncommunicative to hold up a picture of a pen and ask 'What's this?' expecting the same answer."

Big flashcards are suitable for vocabulary practice and testing. To draw students' attention, it is advisable to reveal pictures in an interesting way. Wright and Linse (2005: 92) presented several activities that might be modified for this purpose, such as 'Flashing picture', where the teacher just flashes the cards quickly and students guess or describe what they saw. As another example might serve 'The slow picture reveals'.

1.5.2   Small Picture of Flashcards

A plenty of variations of these cards are typically applied in communicative activities in pairs or small groups of students, thus finding a meaningful role in reviewing and practicing vocabulary. In a closer look, we will find one-side-only cards, both-sided ones and sets of pairs (antonyms or synonyms, a picture and the corresponding word or phrase) or sets of cards connected e.g. by their meaning.

Marten (2011: 16 – 4) the ways in use flash cards, there are two ways. First, teacher show to your students the name of the person and ask what they did. For example

the teacher uses the happy expression. He or she s to the students, what the people do in the pictures? Second, the teacher reads what the letters or words in the pictures, and then shows the pictures to them. Then ask them to remember the words and pictures.

2   METHOD

In this research, the researcher tried to conduct the study into Experimental research within comparative. The researcher implemented experimental of comparative research because the researcher wanted to see a better media from two media in teaching vocabulary for young learners. Gay and Peter (2000: 368) stated "the experimental comparison is usually one of three types: (1) comparison of two different approaches (A versus B); (2) comparison of a new approach and the existing approach (A versus no A); and (3) comparison of different amounts of a single approach (a little of A versus a lot of A). Thus the researcher used first type that is comparison of two different approaches (A versus B), they are Multimedia versus Flash Cards.

3   FINDINGS

This research was an experimental research which was conducted to the fourth grade students of SDN. 15. Ulu Gadut Padang. The variable of this research were Multimedia, and Flash Cards in teaching students' vocabulary. There were two experimental groups were the first experimental group is IVA (Multimedia) which consisted 31 students, and the second experimental group is IVC (Flash Cards) which consisted 31 students. There were ten meetings done during this research for both groups.

On Pre – test, the students were assigned to give vocabulary test. Two groups had the same tests and time allocation about 60 minutes. The distribution of the students score for two groups on pretest can be reported in the table below.

Table 8. Distribution of Students' Score on Pretest

No	Group	Highest Score	Lowest Score	Mean Score
1	Multimedia	85	45	61,5
2	Flash cards	80	25	60

The table shows that the two experimental groups had almost similar number. The highest score in experimental group was quite same in each group that was 80 and 85. The lowest score in multimedia group is 45, flash cards class is 25. It was the mean score for thrice groups, even though were not almost the same but they have a little distance. Furthermore, the mean score in first group (Multimedia) was 61,5, and the second group (Flash cards Media) was 61.

On Post – test, the students were assigned to do the vocabulary test. Two classes had the same tests and time allocation about 60 minutes for each items. The post – test was done one day. The distribution of students' score for two groups can be reported in the table below

Table 9.Summary of Students' Vocabulary Score

	Multimedia	Flash Cards Class
Minimum Score	30	15
Maximum Score	95	95

Mean	78	75,4
Standard Deviation	14,7	18,5
Variance	215,18	341.71
N	31	31

In conclusion, based on the data of students' vocabulary above, the mean score of first experimental class was 78, but the mean score second experimental class was 75, 4. It means that mean score of students' vocabulary of first experimental class in which the students were taught by using multimedia was better than mean score of students' vocabulary of second experimental class in which the students were taught by flash cards.

4 DISCUSSION

The purpose of this research was to test the effect of media to improve students' vocabulary. The result of this research suggested that using thrice kinds of medium; Multimedia, and Flash cards. There are several explanation possible explanations for the result found in this study.

The result found in this research was that the students treated in Multimedia gave better effect toward students' vocabulary score than the students who was taught by using flash cards. It is proved by the students' scores. The students who were treated by Multimedia got higher score than treated by Flash cards. Therefore, this finding is consistent with a research did by Musallam et al (2006: 22). He did a research under the title *Acquisition of vocabulary items through Multimedia Vs Still Pictures*. He found that Multimedia can improve students' motivation in learning English.

It was also found that the students treated by multimedia were more eagerness and interest in learning. In addition students interacted communicatively to use the vocabulary and always to repeat pronounced the words. Furthermore, it can provide more opportunities for the students extend their vocabulary to make them can speak well and do not fear to speak English in the future. In short, this finding supports theorist written by Hai – Peng en deng (2007: 59) and Collins et al (2009: 3) in the review of related literature.

Moreover, the finding indicated that Multimedia is an interesting media for students. Every meetings when the researcher came to class, the students always ask "Teacher, Do we use laptop and infocus??". They appreciated happily and enthusiastic when the researcher use multimedia. Every student tended to the researcher when the researcher explained the materials, and they could keep the materials in their mind quickly.

5 CONCLUSION

In this research, the researcher got result that multimedia gave good result in mastering the students' vocabulary. They got good mark in teaching learning process. They can answer the questions and exercises that have been given by the researcher. At the end of every meeting, the researcher always gave a post – test for them. They were very enthusiastic to receive it and most of them can write the words correctly.

Flash cards could gave quiet good result in mastering students vocabulary, even though it is not better than multimedia. Students were interesting to see the pictures. They want to know what were the pictures that researcher would give to them. They could

answer the questions in teaching and learning process correctly. Flash cards can add their vocabulary and they could pronounce it better than before they learned with researcher.

6   SUGGESTION

Based on the findings and conclusions above, the researcher would like to propose suggestions as follows:

(a)   Multimedia can be applied by the teachers of elementary students as an alternative media in teaching vocabulary especially if the materials are not familiar for them.

(b)   Teacher can use multimedia as variation of teaching media of Vocabulary for young learners, especially at SDN. 15. Ulu Gadut. Padang.

(c)   There would be a problem in electricity if the teacher uses multimedia. Thus, the teacher should print the materials before come to the class, so the teacher can distribute the animation pictures to the students.

(d)   In using flash cards, watch out to double tap that can be slipped to other papers, so they can tear the pictures. The teacher should be careful in opening the glue or double tap.

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FULFILLING FRESHMEN'S EXPECTATIONSFOR BETTER ENGLISH PERFORMANCETHROUGH COMMUNICATIVE DRILLS AND EXERCISES

Yan Mujiyanto
yanmujiyanto@gmail.com

Semarang State University
Kampus Sekaran Gunungpati Semarang Indonesia

ABSTRACT

English Intensive Course (IEC) is provided to all freshmen at the English Department of Semarang State University. Implementing communicative drills and exercises (CDE), this course is focused on four major skills (listening, speaking, reading, and writing) as well as two minor ones (grammar/vocabulary). The purpose is to make the students ready to attend lectures in the following semesters. The problems are whether such course enhances the students' basic performance so that they are ready for such lectures, whether such performance fulfils their expectations, and whether the freshmen's backgrounds are influential towards the freshmen's achievement. To solve the problems, by the end of the EIC classes the students were assessed for their six skills. A questionnaire concerning the students' expectations of attending such courses was given to them. Student identities including their gender difference, residence, school categories and school type were included in the questionnaire. The assessment results showed that such a course enhanced their performance and that EIC had provided the students' with basic skills. The students' personal identities play significant roles in determining their achievement.

Keywords: CLT, IEC, expectation, performance, communicative drills and exercises

1 INTRODUCTION

Like a pendulum, after swaying fully to one direction a number of TEFL experts make an effort of saying EFL approaches back to the other direction. Communicative Language Teaching (CLT) has been designed to improve the learners' communicative competence. It has been gradually replacing such approaches or methods as grammar-translation, oral-aural or audio-lingual, and direct methods for decades. Being introduced by Hymes in the mid-1960s, theories and practices of CLT had been developed by a number of researchers (for instance, see Brown, 1987; Canale, 1983; Hymes, 1971; Littlewood, 1981; Nunan, 1989; Richards & Rodgers, 2001). Hymes (1968) for example argued that language was considered as a social and cognitive phenomenon while syntax and language forms were understood as meaning resources which are developed through social interaction and assimilation of others' speech. Therefore, speakers of a language should develop more

than just grammatical competence in order to be able to communicate effectively in the language; they also need to know how language is used to accomplish their meanings.

Canale and Swain (1983: 5-11) viewed Communicative Competence from four dimensions stating that it was understood as the underlying systems of knowledge and skill required for communication. Knowledge refers to what one knows about the language and about other aspects of communicative language use while skill refers to how well one can perform this knowledge in actual communication (Canale, 1983, p.5)". Based on these dimensions, CLT needs to deal with discourse and strategic competence. Meanwhile, Richards (2006:20) put forwards his ten assumptions of CLT. He pointed out that second (or foreign) language learning is facilitated when learners are engaged in interaction and meaningful communication through tasks and exercises as well as meaningful intrapersonal exchange. In this approach, communication is assumed to result from 'relevant, purposeful, interesting and engaging processes' applying several language skills or modalities that involve inductive or discovery learning. Based on such assumptions, Richards (2006: 15-21) distinguished three types of practice: (1) mechanical practice; (2) meaningful practice; and (3) communicative practice. He suggested the application of approaches to methodology drawing on 'earlier traditions in communicative language teaching and continue to make reference to some extent to traditional approaches'.

Albeit the numerous distinguished features of such approaches, Belchamber (2007) showed a number of experts in CLT who have pointed out its weaknesses. Schmitt (2000:14), for instance, argued that such approach needs supportive vocabulary for functional language use. He suggested "both a principled selection of vocabulary and an instruction methodology that encourages meaningful engagement with words over a number of recycling". Stern (1992: 14) also pointed out that CLT approach puts an excessive emphasis on the concept "communication" so that "in order to account for all varieties and aspects of language teaching we either stretch the concept of communication so much that it loses any distinctive meaning, or we accept its limitations and then find ourselves in the predicament of the "method" solution". Some other people criticized that CLT focuses on learner-centred approach, which can lead to learner confusion and resentment (Richards & Rodgers, 2001). In other words, there is no best approach to TEFL and, therefore, matching such approaches by implementing them in tandem may promise better achievement.

Thisassumption has triggered the implementation of CDE to facilitate the freshmen with adequate opportunities to be exposed to as much English features as possible in their effort to deductively as well as inductively learn grammar with the main purpose of being capable of communicating accurately in the foreign language. This study intends to observe(1) whether English Intensive Course enhances the freshmen's basic performance so that they are adequately ready for skill as well as content subjects; (2) whether such performance fulfils their expectations; and (3) whether the interaction of gender difference, residence, school category, school type and language skills are influential towards the freshmen's achievement after the EIC conduct.

2   METHOD

Designed as a post-test quasi-experimental research, this study was conducted at the English Department of Semarang State University in the first semester of the 2014-2015 academic year. Eighty (33%) freshmen were randomly selected from 245 who were

attending English Intensive Course (EIC) comprising 18 credit points. CDE were implemented in teaching-learning processes. The teaching-learning practices were categorized into (1) structural activities, (2) quasi-communicative activities, (3) functional communication activities, and (4) social interaction activities as suggested by Littlewood (1882:86; also see Richards and Rogers, 2001: 171). They included such activities as presentation of brief dialogues, oral practices, questions and answers, basic communicative expressions, etc. (for complete activities, see Finochiaro & Brumfit, 1983: 107-108; Richards and Rogers, 2001: 170-171). The main purpose of this particular course was for the freshmen to be ready to attend skill and content courses in the following semesters.

The basic assumption was that the backgrounds of the freshmen varied; the variations were assumed to stem from their gender difference (male-female), residence (urban-suburban), school categories (public-private) and school typical distinctions (academic-vocational). Considering such backgrounds as the moderator variables, this study intends to prove whether the CDE improve the learners' basic competence in English effectively.

In order to uncover the relations between the elements of EIC, the learners' levels of expectations, and their achievement relative to the moderator variables, a questionnaire was distributed to uncover their levels of expectation in learning EIC. During the teaching-learning processes, communication drills and exercises were employed; four EIC modules containing materials for listening, speaking, reading, writing and grammar as well as vocabulary along with some supporting media were employed. Then, a final test including the five elements of EIC was conducted to measure the learners' achievement. To measure whether the moderator variables were significantly influential in determining the learners' gain relative to their expectation some statistical formulas available in *Microsoft Excel* program were used and graphical figures were presented.

3   RESULTS AND DISCUSSION

In general, the freshmen's average achievement on the five skills, i.e. Listening (L), Speaking (S), Reading (R), Writing (W), as well as Grammar/vocabulary (G/V), is still far below their expectation levels. As presented in Graph 1, while the test scores of Listening, Speaking, and Reading are relatively closed to the expectation levels, the test scores of Writing and Grammar/Vocabulary are still significantly below the learners' expectation.

Graph 1. Relations between Freshmen's Test Scores and their Expectation Levels

	L	S	R	W	G/V
Test Score	75.1	79.52	78.67	73.12	72.82
Expecation	88.3	88.9	85.45	87.18	90.77
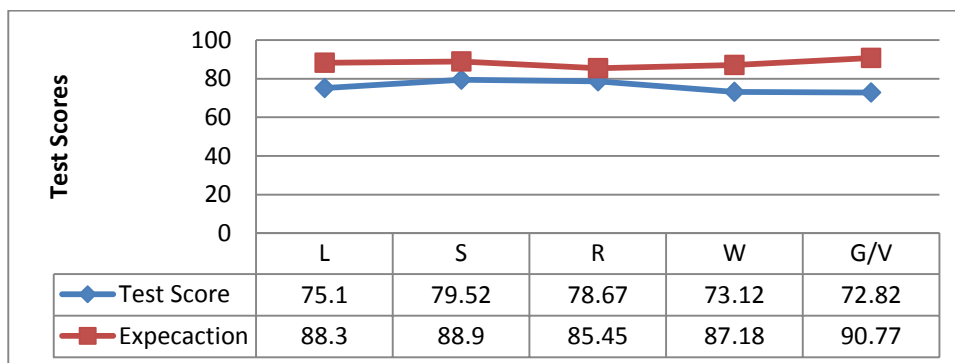
It means that the CDE employed to train the freshmen in order to fulfill their expectation was still unattainable. The average scores of the five discrete subjects were still far from their expectation even though the scores that range from 75.1 (L) and 79.52 (S) were considered to be adequate. The large gap between the learners' expectation and their achievement implies that there is a space for the English Department to close by facilitating better ways of fulfilling such expectation. The freshmen may expect that throughout their whole semesters the teaching learning processes are capable of providing them with adequate exercises.

Comparing male and female freshmen's expectation levels, it was found that male freshmen averagely expected better performance compared to their female counterparts. Both male and female freshmen expected very high for grammar and writing, while their expectation for reading ability was the lowest.This implies that both male and female freshmen want similar level of competence in Speaking and Grammar/Vocabulary; it also implies that for male freshmen's preference to reading skill signals their curiosity to provide themselves with competence as well as opportunities to widen their insight about the world.

Considering that female's test scores of the five skills were averagely higher than those of the males, except that of Speaking, it can be inferred that the freshmen's expectations do not always meet with their real performance. High expectation may depend on how the freshmen realize it for better achievement. While Speaking may be the domain of males, Listening, Writing, and Grammar/Vocabulary are the domain of female. Meanwhile, both male and female freshmen achieved similar level of reading skill implying that the male's higher expectation on reading was not supported by all efforts to make their scores also higher.

Suburban freshmen averagely expected slightly better performance compared to their urban counterparts in three of the five language skills, i.e. Listening, Speaking, and Grammar/Vocabulary. Both groups expected similarly for Listening and Grammar/Vocabulary with suburban's expectation slightly higher than urban's. Both urban and suburban freshmen expected very high performance for Grammar/Vocabulary, while their expectation for reading ability was again the lowest with urban's expectation a bit higher.This leads to the interpretation that while urban and suburban freshmen have similar expectation forListening and Grammar/Vocabulary, urban freshmen's expectation for Reading is significantly higher than that of suburban. This implies that both urban and suburban freshmen want similar level of competence in Listening and Grammar/Vocabulary; it also implies that for urban freshmen reading skill is considered to provide them with competence as well as opportunities to master it.

Considering that suburban's test scores on three of the five skills were averagely higher than those of the urban, it can be inferred that the freshmen's expectations did not match with their real performance. It implies that while Speaking, Reading, and Grammar/Vocabulary may be the domain of suburban freshmen, Listening and Writingare the domain of urban freshmen. The fact that both urban and suburban freshmen achieved similar level of Listening, Speaking, and Writing skills implies that the suburban's higher scores on the three major skills were not supported by all efforts to make their scores also higher.

The expectation level of freshmen from vocational school generally proves to be significantly higher than that of freshmen from academic school. On the average, vocational freshmen expected much better performance compared to their academic counterparts for four of the five language skills, i.e. Listening, Speaking, Writing, and Grammar/Vocabulary. Academic freshmen expected significantly higher performance only forReading. Besides, both vocational and academic freshmen expected very high

performance forGrammar/Vocabulary. Meanwhile, the vocational freshmen's expectation for Reading was the lowest. Therefore,the vocational freshmen assumed that reading skill was less urgent than the other four major skills,assuming Grammar/Vocabulary as the most important skill to master. It seems that vocational freshmen want higher level of competence in the whole skills except Reading. For academic freshmen, reading skill was considered to provide them with competence as well as opportunities to master. Vocational freshmen viewedListening and Speaking much more urgent than Reading. In order to support the two skills it is necessary to strengthen their mastery of Grammar/Vocabulary.

Taking a look at the test results, the vocational freshmen's scores on all of the skills were significantly higher than the academic's, except the speaking scores which were only slightly different. Considering that vocational freshmen's test scores on all of the five skills were averagely higher than those of the academic ones, it can be inferred that the vocational freshmen's test scores were anyhow in line with their level of expectation. In other words, high expectation may result in high performance and the other way round despite the fact that, again, the freshmen's test scores are still far below their expectation implying that in order to fulfill the expectation they still need to work harder.

Comparing the expectation levels of freshmen from public and private schools, private freshmen averagely expected significantly better performance compared to their public counterparts in four out of the five language skills. Both groups expected similarly for Listening, Speaking, Writing and Grammar/Vocabulary with private freshmen's expectation slightly higher than public's. The private freshmen's expectation for much higher performance on Grammar/Vocabulary leads to the interpretation that freshmen from private school want very much to master the five skills implying that such freshmen want higher level of competence in the whole skills compared to public freshmen. For public freshmen, reading skill is considered to provide them with competence as well as opportunities to widen their insight about the world. Meanwhile, private freshmen view four of the five skills much more urgent than Reading. The height of both groups' expectation on Grammar/Vocabulary competence implies their belief that mastering the minor skills is a sort of prerequisite to be capable of mastering the four major skills.

Looking at the test scores of the public and the private freshmen compared to their expectation levels, the situation is relatively similar. While the public and private freshmen's scores on Listening and Speakingwere relatively similar, the private freshmen's scores on Reading, Writing, and Grammar/Vocabularywere bit higher than the public's ones. Considering that private freshmen's test scores on four of the five skills, i.e. Listening. Reading, Writing, and Grammar/Vocabulary, were averagely higher than those of the public's ones, it can be inferred that private freshmen showed better achievement.

Table 1. Results of Two-Factor ANOVA with Replication

ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Sample	52710.803	72	732.094	13.944	0.000	1.328
Columns	1233.679	4	308.420	5.874	0.000	2.396
Interaction	19437.321	288	67.491	1.285	0.012	1.200
Within	19164.000	365	52.504			
Total	92545.803	729				

Implementing *Two-factor ANOVA with Replication* program, it was found that for Sample (expectation and test scores) – as shown in Table 1 – the F-value (13.944) was higher than the F-critical (1.328) based on df (0.05, 72, 365). It means that there is a significant difference between the freshmen's expectation and their test scores.

The ANOVA output for Columns (the five major skills) was that the F-value (5.874) was also higher than the F-critical (2.396)based on df (0.05, 4, 365). Therefore, there is no significant difference among the scores of the major skills. The ANOVA output for the interaction between the five major skills and the freshmen's expectation as determinants for their test scores is that the F-value (1.285) was lower than the F-critical (1.200) based on df (0.05, 288, 365) with p-value of as much as 0.012. It can be inferred that there are causal relationsbetween the language skills and the freshmen's expectation in determining their test scores.

4   CONCLUSIONS

CDE are actually a marriage of structural, quasi-communicative, functional-communication, and social-interaction activities which are realized in mechanical, meaningful, and communicative practices. When these drills and exercises were implemented in presenting the four major skills and two minor ones in TEFL, it proves that they succeed in preparing the freshmen to be ready to attend skill and content subjects offered to the freshmen in the next semesters even though the average score of approximately 75.85 is merely considered to be adequate. Such result, however, has provided challenges for the lecturers to reflect whether such result is due to the imperfect application of the teaching-learning technique, the low levels of validity as well as reliability of the instrument used to assess their achievement, or the media employed to support the learning processes.

The result of comparing the freshmen's expectation level and their test scores shows that their achievement has not fulfilled their expectations. The gap between the two variables has actually provided a space for the management to make all efforts to facilitate better ways of catering the learners by improving the materials, teaching-learning processes, and assessment systems. The freshmen may also expect that throughout their whole semesters such processes are capable of providing them with adequate exercises in order to improve their overall skills. The significant interaction between the four skills and the learners' backgrounds in influencing the learners' achievement implies that paying attention to such variables is a prerequisite for the success of this undertaking.

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EXPLORING DEBATE AS A TOOL TO DEVELOP ENGLISH COMMUNICATION SKILL IN ESP CLASSROMAT ACCOUNTING DEPARTMENTSTATE POLYTECHNIC OF MALANG

LiaAgustinaM.Pd
lia_alfan2d@yahoo.co

ABSTRACT

English as a media for a communication skill is extremely important in the 21st century workplace. For that case, teachers have to realize the necessity of developing students' ability to arise critical thinking, which is regarded as a central responsibility in a college. One of the excellent activities for language learning that engages students in a variety of cognitive and linguistic ways is implementing a debate. Debate is an effective activity which brings students to practice skills of the language properly inside as well as outside the classrooms. It also forces students to speak up to get into discussion, defend their own positions, place counter arguments and also conduct research on related issues. The debaters get involved into challenging activities that force them to well-prepare on any knowledge/global issues in the aforesaid language. By implementing the model, students were expected becoming more aware of global and cultural issues and also gained critical thinking skills. Based on the result of the study, students 'written and spoken English well increased.

The study was a descriptive study. The purpose of the study was used to see the effectiveness of the model. 30 students of the Accounting Department, studying at the fourth semester in the year of 2013/2014 were the subject. The pre-test and the questionnaire were used as instruments to get the data of the study.

Key words: debate, develop, English Communication Skill

1 INTRODUCTION

Globalization has placed a more pressing demand for graduates who can communicate well in English. The ASEAN Economic Community (AEC) open business and job opportunities within the region by using an international language. Therefore, Asian countries are trying to improve the English proficiency of their citizens. So, there is a need for English teaching pedagogies that work well with EFL/ESL students to be explored and introduced in the classroom to make graduates more effective in communication skills.

Brown's (2007) said that pedagogical tasks should resemble real-life needs outside the classroom and Bloom's Taxonomy informed that all teaching objectives should include higher order thinking skills, i.e. analyzing, evaluating and creating. And, the strong version of Communicative Language Teaching (CLT), which is letting the EFL/ESL students use English to learn English in a communicative way in order to develop their communication skills (Howatt as cited in Richards & Rodgers, 2001).

Debate was introduced to EFL students to learn English communication skills instead of just having students listen to recorded dialogues or conversations most of the time, pronunciation drills, games or ticking listening activity sheets without progressing to real communication.

2   METHOD

SUBJECT AND RESEARCH DESIGN

The study was a descriptive study. The purpose of the study was used to see the effectiveness of the model. 30 students of the Accounting Department, studying at the fourth semester in the year of 2013/2014 were the subject. The pre-test and the questionnaire were used as instruments to get the data of the study.

Below is the implementation of the debate :

2.1   Step 1

2.1.1   *Introducing the terms*

- *Debate* : a game in which two opposing teams make speeches to support their arguments and disagree with those of the other team.
- *Resolution*: the opinion about which two teams argue.
- *Affirmative team*: agrees with the resolution.
- *Negative team*: disagrees with the resolution.
- *Rebuttal* : explains why one team disagrees with the other team

2.1.2   *Introducing the opinions that is supported with the reason*

- **"I think/believe that** smoking should be banned in public places..."
- A reason explains to held and to introduce by a reason indicator:
- **"...because/since** … secondhand smoke is harmful for nonsmokers."

2.1.3   *Introducing Strong Reasons*

According to Le Beau, Harrington, Lubetsky (2000), a strong reason has the following qualities:

- it logically supports the opinion.
- it is specific and states the idea clearly
- it is convincing to a majority of people

2.1.4   *Giving Support for our Reasons*

Support consists of evidence. The four kinds of evidence, adapted from Le Beau, Harrington, Lubetsky (2000), are:

- *Example:* from our own experience or from what you heard or read.
- *Common Sense:* things that we believe, everybody knows.
- *Expert Opinion:* the opinions of experts -- this comes from research.
- *Statistics:* numbers -- this also comes from research.

(2-2)   e.g." Smoking should be banned in all public places".

(a)   *Example:* For example / for instance / let me give an example ─ Whenever I go to a restaurant and there are people smoking near me, I feel that I am breathing their smoke. This makes me a smoker even though I don't want to be.

(b)   *Common Sense:* Everyone knows / if...then / it's common knowledge that ─ Secondhand smoke is very unhealthy for nonsmokers.

(c)   *Statistics:* Secondhand smoke causes about 250,000 respiratory infections in infants and children every year, resulting in about 15,000 hospitalizations each year.

(d)   *Expert Opinion:* According to.../ to quote.../ the book _____ says...─According to the Environmental Protection Agency, "secondhand smoke causesapproximately 3,000 lung cancer deaths in nonsmokers each year

2.2 Step 2. Introducing the Formal Debate Structure

Speech 1: The first affirmative speaker introduces the topic and states the affirmative team's firstargument.

Speech 2: The first negative speaker states their first argument.

Speech 3: The second affirmative speaker states their second argument.

Speech 4: The second negative speaker states their second argument.

Give a 5-10 minute break for each team to prepare their rebuttal speech.

Speech 5: The negative team states two rebuttals for the affirmative team's two arguments and summarizes their own two reasons.

Speech 6: The affirmative team states two rebuttals for the negative team's two arguments and summarizes their own two reasons

2.3 Step 3. Introducing the Four Step Rebuttal

- *Step 1:* **"They say ..."**
  "The other team said that smoking is harmful for nonsmokers."
- *Step 2***: "But I disagree..." Or "That may be true, but..."**
  "That may be true, but I think that if nonsmokers want to avoid cigarette smoke, they can walk away from it."
- *Step 3:* **"Because ..."**
  "Because nonsmokers should look out for their own health."
- *Step 4:* **"Therefore..."**
  "Therefore it is not the responsibility of smokers to protect nonsmokers."

2.4 Step 4. Doing Practice

Have the students doing practice

3 FINDING AND DISCUSSION

3.1 Debate Develops Communication Skills

The data describing how debate can develop communication skills in English at the pre debate stage, i.e. coherence through interaction and collaboration and acquisition of new ideas and vocabulary.

3.2 Interaction and Collaboration to Achieve Coherence

Job emphasized the need for coherence during the actual debate; it can be achieved only through proper communication during the pre-debate stage.

Debaters have to talk to each other to make sure that they come across their ideas very well. Otherwise, they may not have enough coherence during the actual debate. Because if they lack this very important skill during the pre-debate task they might end up not having a parallel set of arguments during the actual debate which is actually happening. Because there are teams that are good speakers, they are good in analysis. It is that during the pre-debate task, they do not discuss properly what their arguments should be. And then they come up on the stage with different arguments or different focus and in the end they lose because the judges also try to see whether their arguments are coherent or not, which is part of the judging, which is the method on how they present their arguments.

Obviously, communication is also necessary during the preparation time of the debate. How can debaters prepare without communicating with each other? As a team, we need to interact so that we can solve the problem, to collaborate, to share or to contribute our ideas and this means we use our communication skill.

This point about necessary interaction in order to prepare for the actual debate is what makes debate highly communicative. The debate preparation process itself necessitates natural communication to take place.

3.3 Acquisition of New Ideas and Vocabulary through Reading

In the preparation for the debate, students need to read a lot and reading also not only increase their knowledge or their ideas but they also improve their vocabulary. Because when they read, they get lots of new information and meet new words and they try to remember the new words. They write the new words they learn and try using them during the debate and even after the debate. And this works very to improve students English and their communication skills because they can say exactly what they mean with the right words.

4 CONCLUSION

In summary it can be concluded that classroom debate is effective learning strategies, particularly because it promotes students-students interactions. Obviously, active learning cultivates multifaceted thinking procedures and develops maintenance, absorption, comprehension and appropriate use of course content; as a result learners benefit when teachers make use of educational techniques that encourage students' active involvement. As a result, participating in debate exercises must not be restricted to those on forensics teams but must an experience offered to learners in a broad diversity of university classrooms.

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UTILIZING LITERARY WORKS FOR WRITING OPINION ESSAYS

Lestari Setyowati

lestari.setyowati@yahoo.co.id

STKIP PGRI Pasuruan, East Java

Jl. Ki Hajar Dewantara 27-29 Pasuruan

Sony Sukmawan

sony_sukmawan@ub.ac.id

University of Brawijaya

Jl. Veteran Malang

ABSTRACT

Many language teachers are not interested in using literature for teaching language skills, especially writing. Because literature is oftenly seen as complex and difficult, it is almost neglected in many language classes. Thus, utilizing literature in EFL/ESL classroom has not been given much emphasis until recently. Used appropriately and chosen carefully, some literary works can work very well in ELT writing class. This paper is intended share how to use literary works to teach opinion essays for adult learners. The literary works practiced in writing class, namely a poem written by Shell Silverstein' The Giving Tree, and Frank Stockton's The Lady or the Tiger. There are three stages that should be taken to use literary work to teach writing; a warmer stage, prewriting stage, and the writing stage. Some students' writing products are presented and discussed in terms of the essay elements, namely thesis statement, paragraph development, and conlusion. In sum, using literary works for teaching writing for adult learners enhances not only the their writing ability but also their critical thinking skills.

Keywords: literary works, teaching writing, opinion essays, adult learners

1   INTRODUCTION

Mastering the ability to write an opinion essay is the key to successful writing skills. This particular type of essay helps students to develop their critical thinking, research skills, and logical thinking skills. However, learning to write an opinion essay is not easy. Many students who have experienced writing opinion essays confessed that writing this type of essay is more challenging than writing other types of essays, such as descriptive, narrative, and expository.

This is understandable since opinion essay has some distinguishing characteristics from other text types, namely the existence of opinion or attitude of the author which aims at influencing the reader so that the reader agrees that the author's

opinions, attitudes, and beliefs are true and the demand of facts and evidence that strengthen the writer's opinion. Thus, to perform a convincing argument, the author should present a logical and valid opinion which are backed up with facts in the form of tables, data, images to support the main idea (Freeley and Steinberg, 2008 in Norquist, 2015) . Another distinguishing feature of an opinion essay is the analysis and synthesis that addresses an object/subject. Due to this distinguishing features, to master and teach opinion essays has its own challenges not only for the students who learn it, but also for teachers who teach it.

The topics which are usually given by the teacher to teach the opinion essay are topics related to everyday life and has been widely known through mass media, for example smoking, drug abuse, use of social media, online gaming, human trafficking, illegal logging, etc. There is nothing wrong in the use of these topics to teach the opinion essay. However, teachers should be aware that with the advancement of technology today, these topics and essay examples of opinion essay can be found easily on the internet which are readable, even downloadable, from smartphones and tablets commonly brought by college students to class.

To prevent and minimize plagiarism, hence there is the need for new innovation of materials that can be used by teacher in learning process to write an opinion essay, such as by using literary works. Not many teachers are interested in the use of topics and materials derived from the literature because of the assumption that literature is difficult and complex so that special skills to understand the works are required. This is certainly not true. Among the three broad categories of literature, poems and short stories (prose) can be used for learning to write an opinion essay. This paper is intended to describe how to teach opinion essay for adult learners by using literary works, namely poems and short stories.

2 POEMS AND SHORT STORIES

Basically, all genre of literary works can be used for teaching language. However, due to the practicality and simplicity, only two genres are chosen to teach writing opinion essay, namely poetry and prose. In reality, it is quite a challenge to use literary works for teaching writing. Some problems that may arise are how to find the materials and how to choose a suitable material.

Most teachers will be tempted to use the material that they already know, for example some poems and short stories that they are already familiar with during their college studying. However, some classic works might not be interesting anymore for students in this era. This statement does not imply that classics are not needed. In fact, if carefully chosen, prepared and appropriately used, some classics can work very well in the classroom. One of the easiest is to use a search engine on the internet to find out the material. Some web sites worth visited are: 1) www.poemhunter.com which contains English poetry with various themes written by various authors from classic to this period, 2) americanliterature.com/short-story-collections, which contains many short stories written by great American writers, and 3) www.shortbreadstories which offers flash fictions written with word range from 300 to 1000.

To choose suitable materials for learning writing, the following tips needs to be considered. First, the teacher needs to know the students level of English. Once their English proficiency is known, he/she can choose the appropriate level of difficulty of poem and short story in terms of the vocabulary and syntactical structure. Second, since time is limited and this is a writing class, which means most time should be devoted to practice writing, the poem or short story chosen should not be too long. Perhaps, those

works within the range of 1000 – 2000 words are suitable since it will not take much time to read. And third, the teacher also should be aware with the complexity of the short story in terms of its setting and character development. Short stories which are much too difficult to understand will lower the students' interest to continue reading.

3 WRITING OPINION ESSAYS

Students might get confused to find the difference between opnion essay, persuasive essay and argumentative essay. Oshima and Hogue (1988:156) implies that opinion essay and persuasive essay are basicaly similar in features. They state that when one tries to give his opinion and to persuade somebody else to favor the opinion, he is using persuasion.

One big difference between opinion essay and argumentative essay lay in the formulation of the claim (Monahan, 2013). She states that in the argumentative essay the claim is based on the factual evidence, while the claim used in the opinion essay is based only from an opinion. This being the case, an opinion essay only presents the author's point of view on a particular subject which is supported by sufficient reasons and examples without presenting other point of view (Ponce, 2008). The following is the step-by-step procedural activities of teaching writing opinion essays by using literary works for 100 minutes classroom activities.

3.1 Stage 1. Warming Up

The purpose of this stage is to activate the students' schema, or the background knowledge which is essential to understand the topic and the works. Thus, in the preparation stage, there are two activities involved, namely preparation to the literary work and reading the work. To reinforce schema activation, teachers encourage idea sharing about the topic so that later students will be ready to write about it.

The teacher can lead questions and form a small group discussion. Materials for discussion could range from thefamilirity of the works, authors's life andthe characteristic of works. If students are not familiar with the work and the author, the discussion can be about predicting the content of the work based on its title. Some vocabulary related to the topic is also introduced and discussed. To make the activity more engaging, teachers can use vocabulary prediction game activity. The vocabulary used in the game are those which are predicted to be found in the works. To make the preparation reach its objective, careful preparation should be planned before hand. If not, the preparation phase will go long, boring and time consuming which later results in the lack of time for practicing writing. Therefore, the preparation phase should not take longer than 10 minutes. The second activity in the preparation stage is reading the works.This stage is intended for exploration. At this stage, students are given exposure to the text to be read, either paper-based or by using audio-visual media. It is important for students to read silently and enjoy the works for a few minutes without doing any tasks other than reading. After reading, discussions about the work followed either in pairs, small groups (2-3 people) or in the form of a class discussion. This discussion aims at determining how far the students' understand the text being read. Discussion at this stage includes the main idea, characters, setting, sequence of events, the climax, anti- climax (if any), and messages that can be taken from the work. The reading the work phase should take no longer than 15 minutes.

3.2 Stage 2. Prewriting

The prewriting stage is intended to generate ideas so that the writer has some 'plans' of what to write. Prewriting strategies help the student writers to generate ideas and figure out the ideas and the composition structure. Having already a plan will ease the students to do their actual writing task.

The activities that can be included in the prewriting activities are planning explicitly what to write by using outlining, or using free writing activity. The teacher can also provide a model of thesis statement that shows an opinion so that the students can make their own. Or, the teacher provide fill in the blank thesis statement in which students can fill in the controlling ideas matched with their own opinion.

In this context, the prewriting activity which was practiced was revising strategy by using free writing activity. The students were given 10' minutes to free write their opinion after they were given the writing prompt. The purpose of using freewriting activity was to help students to generate ideas. They should be encouraged not to worry about their error during their initial production of the draft as they will be given time to revise their essay.

3.3 Stage 3 Writing

After 10' minutes of doing freewriting, the students were given some time to revise their rough draft in the composing stage. They were asked to express their opinion in the form of opinion essay. Ample time should be given to the students to write their opinion, approximately 40 minutes. During the students' activity of writing, the teacher can walk around the class helping those who are in need in relation to vocabulary problems, and grammar. When 40 minutes of writing time is over, the rest 10 minutes can be devoted for editing. The final product of writing should be reread and edited before it is submitted. The students can be asked to check the punctuation, the spelling, the conjunction, and the overal essay structure.

The Students' Product

The followings are three students' product of writing opinion essay by using literary works, The Giving Tree (poem) and The Lady or The Tiger (short story). Despite of the grammatical and syntactical problems, the students are able to write opinion essay seen from the elements of essay, namely thesis statement, development of ideas in the body of the essay (though some paragraphs need further details), a conclusion that summarize the whole essay. One of the example of the students' work in opinion essay analyzing The Lady or The Tiger" by Frank Stockton is written by a male student.

> *In my opinion, the princess in the story "The Lady or The Tiger" by Fank Stockton will point to the door that leads to the tiger because of love and fairness.*
> *Because of love, the princess should keep the man alive. As we know, women have more sense especially about a man. In fact, the princess will not continue her life with her beloved man because both of those doors have negative results for the princess; looking at her beloved man killed by a tiger, or looking at her beloved man get ting married with other woman. In my opinion, she should choose to look at her beloved man getting married with the other woman because if the man is still alive, the princess is still able to meet him again although he already has a wife. If she keeps him alive, probably there are a lot of ways to get him again and marry him after the king passes away. Or she can choose to keep the man's life with his wife. Because of love, the princess will be*

happy when she sees the man is happy with his family although she cannot have him.

It is the fairest if the man is still alive. He does not have a fault because everyone has a right to love the princess. So it is a normal thing if the man love the princess with many reasons. So, the princess has to choose to keep his life. Although it is really hard for her to see him cannot be together with her. But it is a fair thing to do. He did not make any mistakes. He only has a sense with her but the king does not give permission to love each other. So, although the king is unfair, the princess can give fairness.

The point of my opinion is the princess has to choose the correct door that makes him still alive although she will not be together with her beloved man. (M. Wahyuda 2013A/ 331 word)

In terms of its essay structure, Yuda's composition has fulfilled basic requirements of an opinion essay; the occurence of introduction and its thesis statement, body of paragraphs, and conclusion. Unfortunately, the introduction is not well-developed. He has only one sentence which function as the introduction as well as the thesis statement. Theoritically, a good introduction consists of several sentences which function as the opening, and a thesis statement. In his opinion, the princess will point to the door that leads to the beautiful girl because in his opinion, having the man alive is better than seeing him dead. In the body of the paragraphs, he gives sufficient reasoning why the princess should let the man alive. In the last paragraph, Yuda has given an adequate conclusion which restate his opinion. Again, it is so unfortunate that he has only one sentence to close his essay. If only he had more sentences to open and close his essay, he would be able to produce more than 331 words. Possibly, a longer and much better essay than what he wrote above.

It is interesting to see a female composition when it comes to a decision to choose between love, life, jealousy and death. If Yuda tends to have the opinion to let the young man alive, other tends to have the man died. It can be seen from one of the students' essay below which was written by Lintang.

It was obviously not easy to make a decision when it comes to love and life of someone you love, but someone should make one decision for good for the future. In my opinion, the princess should point to the door that lead to the tiger because it was her final decision after thinking for days for the fact that she could not not stand seeing the man living his life with other girl.

In this very case, the princess was faced with such a complicated thing related to not only her love, but also her life, and her future life as well. All the decision about the young man being dead or alive was on her hands. She knew that too well and she knew how much love she had for him and how he loved her. But one thing that made her upset and furious inside was she had spotted him having talks with other girl and that made the princess uncomfortable. Ever since the spotting, she did not know what to feel again towards the young man. Apparently, those days of her being upset happened to be the days that would lead the young man to his punishment set by her father. Those were the hardest times that had ever existed in her life. She was battling with herself to come up with the right decisionfor her good whether or not to show him death or live. But she was just a young girl. Young girls tend to make decision

which are only good for themselves only. She was in love, but she was upset and burned with jealousy from head to toe. Those things were hauting her as if eating her alive. She would come to a horrible decision when she had decided to show him the door that lead to the tiger because she only thought about her feeling instead of the good of their relationship. Thus, the princess would rather have him die with the tiger eating him alive to pieces than to have him living his life with another girl that would never be her.

Yes, it probably made her sick in the stomach to even just to think about it for a second. She could not see him living his life with another girl. So, the final decision of her would be him having his heart stop beating forever even if it hurts her to pieces seeing him die right in front of her eyes. (Lintang Puspitasari, 2013 A/ 413 words).

Seen from the angle of essay writing, Lintang's composition has fullfilled the basic criteria of good essay since she has the introduction, the development of the body, and the conclusion. From her thesis statement, she was in the opinion that it would be better to let her lover died by showing him the door that leads to the tiger. She has stated her opinion so clearly that it is not easy to make a decision to let someone alive or dead when there is love and jealousy involved. In her body of paragraph, she shows the readers the battle the princess might undergo when she has to choose which door she should show. Her writing seems to be more realistic in terms of the psycological development. In addition, she has made a very good conclusion that restates her thesis statement in different words. Having the ability to generate conclusion like this needs a good writing skill. Not all students are able to restate the thesis statement in the conclusion by using different words. Her choice of words "....having his heart stop beating forever even if it hurts her to pieces .." is a good one. Only students who listen and read a lot who will be able to produce these phrases.

Some students essay samples above show us that literary works can be used for teaching opinion essay. If each stages of learning are implemented appropriately, and the works are chosen carefully, students can learn to state their opinion in the form of opinion essay as shown in the example.

4 CONCLUSIONS

Literary texts can be exploited for writing opinion essaysas well as improving their critical thinking by using those techniques and activities which are applied in writing class. Guessing the content of the text based on its title, predicting the plot and the characters, analyzing the moral values, and writing up opinion about the content of the texts, are just some of the procedures which can be used successfully with tliterary texts. One can argue that any literary works can be used for teaching and learning language. However, not all literary works can be used for teaching writing. Writing teachers, if he/she is interested to use literary work for writing opinion essay, should select the works carefully in terms of its length, complexity, language difficulty, and debatable content or values that can be found in the text. Step by step instructions and preparation should also be taken considerably so that the literary work used in the writing class can serve its purpose for writing opinion essay. In sum, literature can become a useful

resource for language and learning to extend the learners' language knowledge, skills, and critical thinking ability.

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THE STUDENTS' NEED ANALYSIS TO DEVELOP TEACHING AND LEARNING MATERIALS OF ENGLISH PROFICIENCY TEST

TitaRatnaWulandari
titawulandari@mail.binadarma.ac.id

UniversitasBinaDarma
JalanJenderal Ahmad Yani No. 3, Plaju, Palembang, 30264

ABSTRACT

Developing teaching and learning materials on English proficiency test is an essential attempt to help people successfully taking the test. This study focused on Test of English as a Foreign Language (TOEFL) which is really recognized and acceptable in Indonesia. In fact, TOEFL is mostly used by Indonesian Government Agencies and private companies as one of their employees' recruitment standards, for example, the recruitment of public servant in State Ministry of Women Empowerment and Child Protection in 2014 requires the applicants to have a certificate of 450-TOEFL score. This study was only a first stage (i.e. need analysis) of future research (i.e. research and development stages) which followed the procedures of Dick and Carey's instructional design. Therefore, this initial study was only aimed to collect the data of test takers' needs for their learning in order to help writers to the next stage of R&D procedures. At the initial level, writer had done test for twice and was considered as tryout cycle 1 and 2. The test resulted the average score for 358 and 365. This study was done by distributing questionnaire for 20 samples (senior high school students). At the end, the results of questionnaire distributed showed that there were eleven instructional goals which the students want to reach, based on the order of frequency improving their skill on analyzing grammar became the most wanted goal, and the last expected goal was improving their skill on listening to short dialog. In addition, this research also figured out three ways that the candidate expect during the process on achieving the instructional goals targeted.

Keywords:English Proficiency Test, Instructional Design, and Learning Materials.

1   INTRODUCTION

Education is the only key for a nation to develop. Therefore, Indonesian Government issued a program of 12-year compulsory education for its people where government encourages people to study starting from primary schools to high schools. During the program, students are free from school fee and are given grants for their school needs. At schools, students are taught how to read, write, speak, listen, count, do sport and so on. One of the student's favorite lessons is language subject, especially Bahasa Indonesia.

But, this feeling of like would not be applied to English. In general, students feel that English is nightmare.

However, it is agreed that language role is as a media for someone to express and communicate their feeling. In general, language is defined as a means of communication for human to deliver their ideas, thoughts, and opinions in daily lives. There are approximately 6000 types of human language in this world (Anderson, 2004). For example, _Indonesia_ has Bahasa Indonesia, Japan has Japanese, China has Chinese, and England has English. Of course, these language diversities will automatically lead to linguistics differences in every country such as alphabets, pronunciation, and structure.

Government of Indonesia addresses English as a foreign language which must be mastered by Indonesian. Many efforts and policies have already issued to support English lesson for society started from primary school up to universities. For example, government policy about learning and teaching English as local content subject in primary school and English is tested in final exam for high schools. In addition, government agency through its training centers, such aswidiaiswaraand LPMP, always provide students and teachers training on improving English skills.Unfortunately, empowerment given by government even from policy or government agency has not achieved to maximum result.

Stakeholders, government institutions, and even universities have targeted high standard score of TOEFL to recruit employees and students. For instance, Public Servant Recruitment for Women Empowerment and Children Protection Ministry (KementerianPemberdayaanPerempuandanPerlindunganAnak, KPPAI) target their candidate to have at least 450 score as it is published on http://panselnas.menpan.go.id/. In addition, Indonesian State Owned Enterprises, such as PT. Pertamina, set even higher score for English proficiency test, TOEFL PBT (450)/IBT (45)/ IELTS (5.5)/TOEIC (550). This standard score could be seen on http://www.pertamina.com/company-profile/karir/peluang-karir/job-fair-pertamina/. Besides, universities or scholarship foundation also set for certain English comprehension test. Of course the standard will be different from one country to another country, one scholarship to another scholarship, and/or from one university to another university. However, one thing for sure is that the target score will not be below 500. Therefore, most students would have their TOEFL preparation class before having a test.

Based on his own experience, Kim (2010) stated that learning in a TOEFL Preparation class only concerned to target scores without concerning to language ability or skill. Is this situation applied in Indonesia?. Besides, Martono (2013) agreed that students' motivation in learning foreign language has not yet optimized and this might cause low scores gotten in 2008-2010.This is implied that teaching and learning process in classroom, especially test preparation class, gives much more contribution to students' achievement on score progress. However, this also contributes to the students' stagnancies if the teaching and learning process is done monotonously. Having good resources of learning might encourage the students' motivation and achievement. And, the writer agreed that handbook/book/teaching and learning material which suit to the students' need would be very beneficial media to fix the students' existing problems.

Therefore, the writer is interested in doing a research and development of teaching and learning materials for English Proficiency Test classroom preparation material. The writer has met several TOEFL test takers with different background. Some of them are employees, university students, and senior high school students. The participants are mostly employees or undergraduate students who want to apply scholarship. Unfortunately, even if they have taken the test for twice or three times, the result of their TOEFL score did not reach the target. In contrast, they said that they have

prepared themselves by joining a preparation class, self-study, trying out the TOEFL software, and so on.

This encouraged the writer to do prior investigation about the students' entry level. The writer tested the students twice with the same set of questions for TOEFL like which were considered as tryout cycle 1 and 2. Between the time cycles, the students were given exercises for TOEFL about one hundred hours learning time. Unfortunately, the result of the first and second cycles did not really meet the qualification. The average score for first cycle was 358 and the average score for second cycle was 365. There was no significance improvement of TOEFL score for the students since it was only 7 point difference. This very little improvement might be caused the students were already familiar to some questions due to the same set of questions were given to them for the two cycles.Based on the tryout results and reasons, the writer tried to build a material for TOEFL class preparation which would really match to the students' needs and problems.And, this material development must be started from the early stage of education where English Proficiency Test has been acknowledged that is senior high school level. It would hopefully help senior high school students to face their undergraduate program or job career. At the end, this material development study entitled "The Students' Need Analysis to Develop Teaching and Learning Materials for English Proficiency Test".

2   METHOD

The writer modified the instructional design for this research and development based on Dick and Carey's instructional design (1985, P. 5-6) and Borg and Gall cited in Abdullah, Herpatiwi, and Tarkono's (2013) designs. The design would be described as follows: (1) need analysis, (2) entry behavior analysis, (3) setting the instructional goals, (4) material design, (5) small group tryout 1, (6) first revision, (7) small group tryout 2, (8) second revision, (9) large group tryout 3, (10) third revision, (11) operating product revision, (12) final product and publishing.

This initial study was still in the first step of the design, identifying an instructional goal. It meant that the writer needs to do need assessment to be able to get list of goals. To deal with the need assessment process on this study, the writer made use of questionnaires. The questionnaire was divided into four areas where part one was talking about the students' general English understanding, part two was talking about the students' problems in English, part three was talking about students' TOEFL background knowledge, and part four was talking about students' needs on TOEFL preparation class. This study descriptively described the result of the questionnaire and analyzed the questionnaire results. All the data were taken from senior high school number 9 Palembang which is located at Kertapati, Palembang, South Sumatera, Indonesia.

3   FINDINGS AND DISCUSSION

Based on the result of survey, we can interpret that the students' general English understanding was not in advanced level since most of the survey results showed that most students can only comprehend some of message in communication.For students' problems in English, the survey results showed that most of students' skills fell into not well condition. It sends the idea that most students have problems on their English skills such as listening (to short dialog, long dialog, and lecture), structure analysis (basic grammar, part of speech, and tenses), and reading (main idea, synonym, antonym, and

referent). Therefore, instructors of TOEFL preparation class need to set the instruction for those areas.

Most of students have taken TOEFL test. It meant that they can figure out the format of the test. However, the students felt that they still that taking the test once or twice could not really help them to be familiar to TOEFL. Therefore, all students agreed that they need a class of preparation to help them.Since there were three parts of TOEFL (listening, structure, and reading), the students agreed that listening session needs to have extra treatment compared to structure and reading.Based on the idea of need assessments for TOEFL preparation class, the instruction or material development should have more focus on exercises of new grammar, lectures, new vocabularies, scanning main idea, predicting antonym and synonym, and scanning referent. During the teaching process, students required teacher to correct their mistakes on grammar, diction, and pronunciation. And, one thing for sure, the class should be done in bilingual system.

The instructional goals which can be targeted, based on the order of urgency, for TOEFL preparation class, especially materials development based on need analysis done were (1) students improve their understanding for tenses analysis, (2) students improve their listening skill for long talk, (3) students improve their reading skill for identifying main idea, (4) students know how to identify referent in a text, (5) students improve their understanding for English part of speech, (6) students improve their reading skill for identifying synonym of word, (7) students improve their reading skill for identifying antonym of word, (8) students improve listening skill for lecture, (9) students improve their comprehension on English information, (10) students improve their understanding on basic English grammar,and (11) students improve their listening skill for short dialog. Not only the goal but also the teaching techniques expected by the students during the class were identified as something important to know. They were (1) giving more exercises of new grammar, new vocabularies, scanning main idea, scanning referent, predicting the antonym and synonym of word, (2) correcting mistakes exist especially grammar, diction, and pronunciation, and (3) using bilingual system.

4 CONCLUSIONS AND SUGGESTIONS

The students obviously need to be helped regarding their TOEFL need and background knowledge, besides their TOEFL score result from tryout. There were eleven instructional goals which can be set based on the survey result obtained. Based on its urgency, it showed that the teaching and learning materials design must focus on giving more extra attention to grammar analysis lesson.

Moreover, dealing with the teaching techniques, it was found that there were several ideas gotten for teaching and learning instruction during the class by seeing the survey result. The main idea is that the classroom management must not neglect extra exercises for students. However, it should be remembered that the classroom management must be away from monotonous activity in order to motivate students.It was suggested for teachers or course designer to deal with these findings in order to design good materials for students who join the TOEFL preparation class. Or, they can do their own need analysis in order to have better preparation for course designed.

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PRAGMATIC-BASED LISTENING: A SOLUTION FOR BOOSTING THE ENGLISH PROFICIENCY OF THE INDONESIAN LEARNERS OF ENGLISH

Arifuddin Arifuddin
arifpgn@yahoo.com

University of Mataram
Jl. Majaphit Mataram Lombok NTB.

ABSTRACT

TEFLIN conferences have been held 61 times, but the TOEFL scores of Indonesian learners of English are low. One of the causes of the failure is the lack of pragmatic competence. Understanding the pragmatic meaning is one of the purposes of Listening Comprehension. Unfortunately, listening practices in classroom 'ignore' the importance of pragmatic competence. Consequently, test-takers are not well-prepared with the pragmatic competence needed in 'boosting' their English proficiency.

Keywords: listening, contextual, intent, proficiency, pragmatic

1   INTRODUCTION

International TEFLIN Conference have been held 61 times. Ideally, the Indonesian English language teachers have created effective methods dealing with the teaching of the English language to Indonesian learners of English.

Surprisingly, a great many English language teachers and even some lecturers show 'insufficient' English language proficiency. The mean TOEFL score of the English language lecturers in Indonesia is only 390.50 (Saukah, 2000), many of English teachers do not show a good command of the English (Saukah, 2010) and the average score of English proficiency of the students of the English language Educationthe University of Mataram is 437 (Arifuddin and Sujana., 2003). This is a gap.

Until recently, I don't know who can 'train' or 'teach' TOEFL Listening.Pragmatic understanding proved to be really important in inferring the speaker's meaning. Therefore, as an attempt to boost the English language proficiency of the Indonesian learners of English, it is urgent to apply 'pragmatic-based approach' in teaching listening.

2   DISCUSSION

2.1   Pragmatic Meaning

Pragmatics is concerned with all facets of a communicative act, such as the speaker, his/her background knowledge, contextual assumptions, lexical and grammatical constituents of an utterance, the hearer's interpretations and inferencing, etc. Desila (2012) asserts that pragmatic meaning (or implicature) is a special case of situations in

which the perceived meaning extends beyond the literal meaning.Anderson and Lynch (1988:6) and Rost's Model (1990) show that in a successful listening, the listener is actively trying to understand the 'speaker meaning', purpose, implicature or pragmatic meaning.

2.2 Pragmatic Competence and Proficiency Test

Oral language proficiency relates to pragmatic ability (Sirikhan and Prapphal, 2011; Taguchi, 2007; Lee, 2010; Corcetti, 2010; Bozorgian, 2012). Regarding TOEFL, Matsuoka (2009) reports the factors affecting listening difficulty: 1) difficulty in understanding the choices, 2) unknown vocabulary, 3) talking speed of people in the conversations, 4) test conditions, 5) lack of continuing power of a candidate, 6) lack of time in reading choices, 7) inexperience with listening tests, and 8) perplexity in deciding correct answers.

Inferring implicature could be independent from the comprehension of certain linguistic components like vocabulary and syntax. Arifuddin's (2013) study indicates that sentence complexity contributes to pragmatic understanding. In Sample 1 below, the sentences are categorized as long sentences.

(Sample 1) Man : I didn't know you came here to shop. Are you thinking of doing a little work on the house?

Woman : My brother suggested that we buy a set of tools for our father's birthday.

Narrator : *What does the woman mean?*

The complexity of the sentences in the conversation affects comprehension. Both speakers in the conversation use long sentences. A Long, complex sentence requires the listener to grasp its topic.

Hua and Tongshun (2007) mention that one of the factors affecting pragmatic understanding is the context of utterance. Unfamiliarity with the context causes the following failure (Arifuddin, 2013).

(Sample 2) Man : I am late for the presentation and can't find the conference room.

Woman : Room four-o-seven (407) is not on the fourth floor but on the third.

Narrator : *What does the woman imply?*

His failure to infer speaker meaning from this conversation is due to his inability to recognize the context. He said, "I don't understand room four seven ...". He is unfamiliar with western culture regarding the use of room number in a building.

Understanding implicature is inseparable from understanding cultural experiences and values (Chandler, 2007:20; Gilakjani and Ahmadi, 2011; Schwartz, 1999; Shams, 2011; Bloomfield *et al.*, 2011; Salahshuri, 2011). Jiwandono (2006) illustrates how cultural understanding determines the test-takers' accuracy in inferring implicature from a short conversation of Pre-TOEFL Part A.

Arifuddin (2014) also found that the pragmatic-related factors affecting listening comprehension of TOEFL-like, e.g. vocabulary, pronunciation, speech rate, concentration, voice, grammar, sounds/noise, sentence length.

2.3   Pragmatic-based Instructional Models and Approaches of Listening

The following are samples of pragmatic-based models of listening.

- (a)   Heart to Heart: Overcoming Barriers in Cross-cultural Communication developed by Yoshida, et al. (2000).
- (b)   Pragmatics-focused Instructional Model

Yashida, et al.'s (2000) model: a) Feeling (warm-up) phrase; b) Doing phase; c) Thinking phase; d) Understanding phase (cross-cultural communication notes) and e) Using phase.

Uso-Juan and Martinez-Flor's (2008) Model: a) Learners' exploration; b) Learners' production; and c) Feedback from peers and from the teacher.

Deductive and Inductive Approaches (Decco, 1996):

Deductive Instruction	Inductive Instruction
Teacher-provided pragmatic norms	**Learner analysis of examples**
⬇	⬇
Learner analysis of examples	**Guided self-discovery of pragmatic norms**
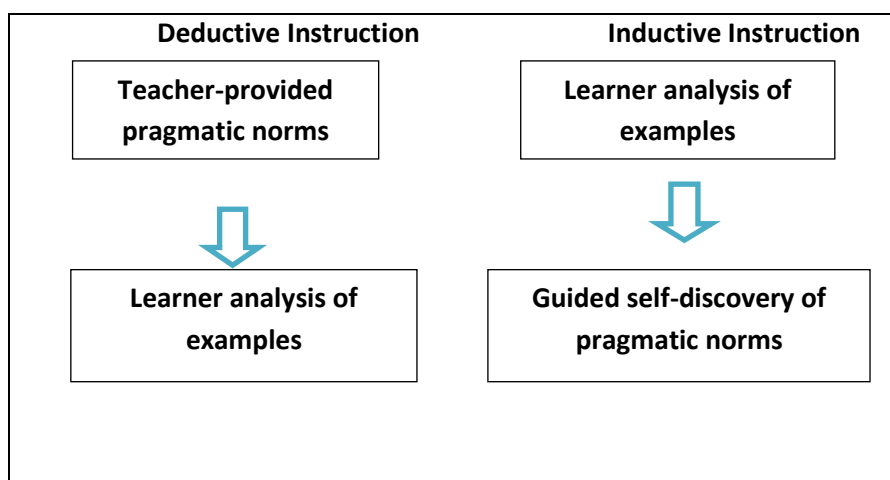
- (c)   How to Test Pragmatic Ability? (Yamshita, 2008 and Ishihara andCohen, 2010): a) Written Discourse Completion Test; b) Multiple-choice Tests; c) Short-answer Completion Items; d) Rating Scales; e) Roleplays; f) Picture prompts; and g) Video prompts.

3   CONCLUSIONS

- (a)   Pragmatic competence is important in listening comprehension and language proficiency.
- (b)   So far, listening practices in the classroom still 'ignore' the importance of the aspects of pragmatic competence.
- (c)   Based on their features, pragmatic-based instructional models of listening are prospective for boosting the language proficiency of the Indonesian learners of English.Therefore, the implementation of pragmatic-based approach in listening practices is expected to 'boost' the English proficiency of the Indonesian learners of English.

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EXTENSIVE LISTENING: DESIGN AND ITS IMPLEMENTATION [1]

Gusti Astika
gustiastika@yahoo.com

Satya Wacana Christian University
Salatiga

ABSTRACT

For many EFL students, developing listening skill is a challenging task especially for those who are not sufficiently exposed to spoken English or lacking access to learning facilities to develop their listening skill. Listening involves not only the micro skill level such as recognizing stress patterns, reduced forms of words, word classes, etc, but also the macro skill level such as recognizing communicative functions of speech, inferences, new information, etc. To acquire both types of skills, EFL students have to practice a lot, get enough exposure and opportunities to listen to spoken English with materials that are interesting and appropriate to their current level. Therefore, the right kind of listening texts appropriate to their levels are needed. To achieve this, an extensive listening course has to be designed to facilitate students to listen to massive amounts of easily comprehensible recorded materials, at their own convenient time, in and/or outside classroom. In such a course, students have the freedom to choose materials that they consider easy and enjoyable within their listening comfort zone.

This paper describes an Extensive Listening course offered in the second semester of the 2014-2015 academic year at English Education Program, Satya Wacana Christian University, Salatiga. The course has been designed following a model of curriculum development proposed by Brown (1995) which involves needs analysis, objectives, testing, materials, and teaching. This paper also presents brief description of the course syllabus, sources of materials, students' journals, their presentations, and comments they wrote about the course.

Keywords: Extensive Listening, ICT, Syllabus

1   INTRODUCTION

This paper describes an Extensive Listening course currently running at my department; English Education Program at Satya Wacana Christian University, Salatiga. For many EFL learners, developing listening skill is a challenging task especially for those learners who do not get sufficient exposure to spoken English or those who do not have easy access to learning facilities to develop their listening skill. Listening involves not only the micro skill level such as recognizing stress patterns, reduced forms of words, word classes, etc, but also the macro skill level such as recognizing communicative functions of speech, inferences, new information, etc. (Richards, 1983). To acquire both types of skills, EFL learners have to practice a lot and get enough exposure and opportunities to listen to spoken English either through face-to-face communication or audio/visual language learning media.

Intensive Listening that is commonly done in the classroom may not be sufficient. Such a course may provide learners with useful opportunity for listening practice, but it seems that classroom practice alone is not sufficient. Besides, the materials selected by the teacher may or may not be interesting or above the students' current level of listening ability. This may discourage and demotivate learners to listen to the materials. EFL learners need to have a lot of practice outside classroom with materials that are interesting and appropriate to their current level. As Renandya (2011) suggests, using an SLA jargon, materials should be at an *i*-1 or -2 level (p.34) which means the materials should be a little bit below learners' current listening ability.

Studies on L2 listening have pointed out that listening skill development is affected by a number of factors: opportunity for input (Rost, 2006; Renandya & Farrell, 2010), familiarity with topic or background knowledge (Buck, 2001; Rost, 1990), and at a more general level, choices of task to be completed which may enhance motivation (Thurman, 2013), self-efficacy (Tilfarlioğlu, & Cġnkara, E. 2009), or self-regulated learning strategy (Ozlem-Sadi, 2013). These studies point out that a listening course should provide students with a lot of opportunity to obtain listening input from different sources, opportunities to develop their background knowledge of the topics of listening texts. If these conditions are met in the course, we could expect that a listening course will promote students' motivation for learning to listen to spoken English texts and develop self-perception of their listening ability.

Language learning strategies to develop listening skills have been conducted, among others are Carrier (2003), Seo, (2005), and Shang (2008). Carrier's study used a pre-post test design to measure if listening strategy training improved learners' listening comprehension. The result indicated that there was a statistically significant difference of improvement in discrete and video listening ability after instruction. Seo's study investigated adults who were taught to use three strategies: identifying key terms, elaborating, and inferencing. The findings show that the intervention group had better achievement of comprehension than the non-intervention group. Shang's study investigated listening strategy use at different proficiency levels for different linguistic patterns. The study found that students from different proficiency levels used different strategies for different linguistic patterns such as negative, functional, and contrary-to-fact statements. All these studies found that strategy training had positive impact on the development of learners' listening skill and strategy training can be integrated into an extensive listening course which will be discussed in the following sections.

1.1 Extensive listening

Generally speaking most listening texts used in regular ESL/EFL classrooms are short and only last for a few minutes, and thus give learners only a small amount of exposure. The texts are short or difficult for the target learners. Teachers use this type of listening to

elicit, or assist learners to notice new language features, or to focus on a specific piece of information. This is a case of intensive listening (IL). Rost (2002) defines IL as "listening for precise sounds, words, phrases, grammatical units, specific information, and details in a style that has traditionally been used in L2 classrooms" (p. 138).

Extensive listening (EL), on the other hand, aims to help learners to focus on the global comprehension of longer listening texts or passages. In order for learners to be able to listen for global comprehension, the right kind of listening text is needed. Therefore, easier listening texts where most of the words can be decoded quite easily and with high levels of comprehension should be provided. As Renandya (2011) points out, using an SLA jargon, materials should be at an *i*-1 or -2 level (p. 34) which means that the materials should be a bit below learners' current listening ability. At this level, learners will be able to chunk words and patterns into meaningful units and learn to decode listening input more fluently. If the listening task contains too many difficult words, or the topic is unfamiliar, the learners must either pay more attention to what they are listening to, or they will have to revert to a 'study mode' kind of listening rather than the fluent listening of EL (Waring, nd).

As a matter of fact, IL and EL are two distinct approaches; each serves different purposes in the learning process. Renandya (2011) and Field (2008)summarize many of the essential differences between Intensive Listening and Extensive Listening with regard to the goal, purpose, focus, material, and methods. They suggest that EL should facilitate learners to listen to massive amounts of easily comprehensible recorded materials, on their own, and outside of class. Also, they should be given freedom to choose what they want to listen to and to stop listening if it is not easy or not enjoyable. In addition, recorded materials are well within the learners' listening comfort zone.

Regarding the level of learners who could be offered EL program, Benson and Voller (1997) states that it is not suitable for beginners. Learners involved in the EL program should reach both a threshold level of lexico-grammatical knowledge, and be able to comprehend basic speech to begin. Additionally, they will need to receive a thorough orientation to the EL program, so that they are clear on what EL is, what they are to do, and why they are engaging in EL. Teachers can lead learners in extensive listening practice by helping them establish a system of goal-setting, planning, conducting self-study, and reflection and self-evaluation.

There are many benefits or advantages of extensive listening. Waring (2003) identifies six learning benefits of extensive listening. They are (1) increased exposure to spoken English, (2) increased rate of recognition - making sense of what they hear, (3) increased vocabulary and depth of word knowledge, especially when listening and reading along at the same time, (4) increased comprehension when listening and reading at the same time, (5) improved pronunciation skills, both receptively and productively, and (6) improved listening perseverance. These all prove that EL should not only foster the development of learners' listening comprehension, but also their reading comprehension and other language components, such as vocabulary and pronunciation.

The benefits of extensive listening are also pointed out by Renandya (2011). First and foremost, it provides learners with a cognitive map, i.e., a network of linguistics information from which learners can "build up the necessary knowledge for using the language" (Nation & Newton, 2009, p. 38 as cited by Renandya, 2011). He further describes that extensive listening can: (1) enhance learners' ability to cope with the speech rate, (2) improve student word recognition skill, (3) enhance bottom-up listening skill , (4) improve student listening vocabulary, (5) help students become more fluent listeners, (6) give students a lot of opportunities to experience a high level of language comprehension, and (7) enhance student general proficiency in the language. The

characteristics and the benefits of extensive listening described above clearly suggest that developing students' listeningskills can not be done only in the classroom that is constrained by time and space. With the development of computer and internet technology, we can utilize and integrate the facilities provided through ICT into an extensive listening program.

1.2   Integrating ICT in Extensive Listening

There is an ever growing need for English teachers to be equipped with the necessary knowledge and training to design lessons that are useful and appropriate to their students with diverse linguistic ability and to integrate the lessons into English classes. One type of language learning which has gained popularity is blended language learning. This type of learning is now practiced in many educational institutions, integrating technology into English courses or used as a supplementary educational aid to regular English courses. Although the use of technology by language teachers is not yet widespread for various reasons, it can be expected that, in the future, technology in language classes will be widely used and become part of the language curriculum. In this regard, the use of ICT can not be overlooked since it is vital to exchange, evaluate, and present information. Dudeney and Hockly (2007, pp. 7-8) point out some reasons for using technology in language classrooms.

- Internet access – either in private homes or at Internet cafes – is becoming increasingly available to learners.
- Younger learners are growing up with technology, and it is a natural and integrated part of their lives. For these learners the use of technology is a way to bring the outside world into the classroom.
- English, as an international language, is being used in technologically mediated contexts.
- Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made ELT materials.
- The Internet offers excellent opportunities for collaboration and communication between learners.
- Learners increasingly expect language schools to integrate technology into teaching.
- Technology offers new ways for practicing language and assessing performance.

Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, and computer room, but it can also be used at home, on the way to school and in Internet cafes.

The developments in technology, particularly the facilities offered by the Internet for language teaching and learning, do not, unfortunately, always run parallel to the attitude and motivation of many language teachers. Teachers may feel more comfortable with the conventional way of organizing language classes. On the other hand, today's learners are very quick to learn things through the Internet as they grow up using technology and are more accustomed to using it. They have become 'digital natives' while parents and / or language teachers may become 'digital immigrants' (Dudeney & Hockly, 2007), people who are wary of technology and are slow to learn technology. This can become a source of different expectations with regard to how English should be learned and taught at school

1.3 The design of Extensive Listening

The design of this course follows a model of curriculum development proposed by Brown (1995:20) which involves needs analysis, objectives, testing, materials, and teaching. His model provides a set of logical steps and components for improvement of a language program. In Applied Linguistics, curriculum is defined as an educational program which describes the purpose of the program, the content, teaching procedures, and learning experiences necessary to achieve this purpose, and ways for assessing the program (Richards, Platt, and Platt, 1992:94). Based on these concepts, an Extensive Listening course should include specifications of contents, teaching objectives, learning activities that aim to achieve the objectives, ways to measure learning achievements, and evaluation of each aspect of the course that will make up the syllabus for the course.

Syllabus design is concerned with the specification of what will be taught (Allen 1984: 61). In order to specify language elements for a syllabus, there are several things that should be taken into consideration; information about the learner, information about how learning activities are to be carried out, or a combination of these aspects. The most important aspect to consider in a syllabus design is what linguistic elements should be taught, what the learner wants to do with the language and what activities should be planned to stimulate or promote language acquisition (Nunan, 1988: 26).

1.4 The course description of Extensive Listening

The Extensive Listening course has been developed in a team of teachers at the department and produced the course description, objectives, and statements of what students should learn by the end of the course. This course aims to develop students' listening skills of spoken English texts. Throughout the course, the students are given tasks to select, listen, and understand various kinds of listening texts that can be accessed via websites. Among the texts assigned to the students are current world news, children stories, and short stories. The assessments of the students' performance are listening journal, individual presentation, and portfolio. With this description, the objectives of the course are:

- (a) Students can understand various kinds of spoken English texts using audio-visual aids.
- (b) Students can use ICT to select and understand various kinds of spoken English texts.
- (c) Students can develop autonomous learning to understand various kinds of spoken English texts

1.5 Teaching and learning activities in Extensive Listening

The teaching-learning process during the course follows the description in the course syllabus. It is a 4-credit course and has been designed for 14 weeks, 2 meetings per week, 2 hours each meeting. It covers four types of listening materials: news video texts, news audio texts, children stories, and short stories.

The materials for listening practice are selected from the following websites. The students have the freedom to choose any material as described in the syllabus. They are also allowed to find material from other websites.

- General news from VOA (http://voanews.com/specialenglish/) and selected audio news from VOA (www.manythings.org/voa/). This site has current world news specially designed for English learning. It

features many programs such as education, health, politics, agriculture, economy, and many more.

- Selected news video from VOA (www.manythings.org/voa/v/). This site has selected VOA Special English TV Videos with hundreds of programs featuring architecture, computer, games, gardening, music, nature, and many more.
- Free Audio books online, children stories (https://librivox.org/search). This site has American stories for English learners with the following sections: America, History, Mosaic, People, and Places. Each section has hundreds of texts from 2012 back, each with MP3 file for approximately 5-9 minutes long.
- Free audio books online, fiction and literature (www.openculture.com). This web contains children short stories organized by genres such as children fictions: action and adventure, animals and nature, fairy tales, and many more.

This course uses three types of assessments to measure the students' performance. The first assessment is writing listening journals. In the journal, the students record their listening activities each week in and outside class. For listening practice in the classroom, the students share their materials and make notes about the content of the listening text, their comments, opinions, and new vocabulary. The second assessment is oral presentation. The students' presentation is measured using a rubric which covers organization or presentation, knowledge of the topic, fluency, accuracy, and ability to answer questions from the class. The third assessment is writing a portfolio in which the students record their activities, impressions, and suggestions for the course.

1.6   Students' comments about the course

The following comments have been copied from the class attendance book in which there is a space for students to write their comments about the course.

1. It will make us do a lot of listening practice and increase our vocabulary.

- I found many interesting news about education and found many new vocabularies.
- I think this is very interesting activity. But, the biggest problem when the files that we listened is too long and difficult to understand. It will make us bored and want to finish listening soon. May be because of the topic that make the files more difficult.
- The activity of listening to the children story is very interesting. I hear several stories which are easy to understand. Their duration is also not too long so we can listen many stories each meeting. The vocabularies are also easy and common. Besides, we can also learn some moral values from each story we listen.
- It is nice to listen to some children stories because they have moral values and very entertaining. I also get used to extensive listening course.
- This is one of my favorite activity in extensive listening class. We can listen so many children stories that we never know before and know so many moral value in the children stories.
- Today I got a lot stories from my friend. So I enjoyed this activity. The short story similar to short film which is very entertaining.

Based on the students' comments above, it appears that the Extensive Listening course is pottentially effective to develop not only the students' listening skills but also to widen their knowledge of current world news that may not be available in their language learning course books.

2 CONCLUSION

An Extensive Listening program needs to be designed to complement Intensive Listening because the focus of each program is pedagogically different. With the availability and easy access to information on the internet, an extensive listening program can be planned to help students to develop their language abilities in particular the listening skills and broaden their views and knowledge of the world. The materials available through the internet will provide students with various types of useful authentic texts or genres and such materials are readily accessible using electronic tools and devices that are familiar to our students today. With such a design, the role of teachers, the students, and the materials should also be different from those in a conventional methodology which to a large extent constrained by classroom time and space. Our Extensive Listening students seem to be enjoying their assignments both inside and outside the class because they have the freedom to select materials they are interested in and plan to practice their listening skill at their convenient time without direct supervision from the teachers. We expect that an Extensive Listening program can become a pedagogical tool to make them autonomous learners in English language learning.

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LEARNING FACTORS OF GOOD EFL LEARNERS IN INDONESIAN CONTEXT

Aunurrahman
yarrha@gmail.com

IKIP-PGRI Pontianak
Jln Ampera No 8 Pontianak Kalimantan Barat Indonesia

ABSTRACT

Studies have shown that there are factors that contribute to students' language learning, namely strategies (e.g. Rubin, 1975), motivations (e.g. Gardner, 2000), language knowledge (e.g. Cook, 1992), and contexts (e.g. Pavlenko, 2002). However, how these learning factors stitch together and contribute to good EFL learners have not been studied in Indonesian context. Accordingly, this study aims: (1) to identify learning factors of good EFL learners in Indonesian context; and (2) how the learning factors contribute to EFL learning of the learners in the Indonesian context. The learning factors are based on intake factors developed by Kumaravadivelu (2006). Seven first-year doctoral students participated in this study. Based on the content analysis of the students' responses from an open-ended questionnaire and self-reflective writing, the learning factors have contributions to EFL learners that can be constituted by motivation, learning strategies, and environments where each factor can be facilitating or debilitating the learners' EFL learning. Implications for English language teaching have been drawn.

Keywords: good language learners, learning factors, intake factors, good EFL learners

1 INTRODUCTION

Good language learners were firstly initiated by Rubin (1975) who argues that a good language learner is constituted by three variables, namely aptitude, motivation, and opportunity. These variables are related to the development of   strategies in language learning with different terms and classifications (see Oxford, 1990). Other factor is social context which more thant just a strategy where 'social' here can be related to particular context of a second or a foreign language learning (Pavlenko, 2002). For instance, learners in Indonesia who learn English as a foreign language (EFL) surely have different learning factors that make them good language learners or what this study would like to use the term good EFL learners.

Besides strategy and context, many factors contribute to good language learners. The learning factors are motivation, attitude, age, anxiety, beliefs, and knowledge (see Cook, 1992). These factors are described by Kumaravadivelu (2006) as intake factors. Furthermore, many studies since Rubin's seminal article showed that these variables individually and with other factors provide contributions to language learning.

First, Gömleksiz (2001) found that the learners who finished their first language acquisition and motivated learners were more successful in second language acquisition.

Then, Hussain (2010) in his study showed that there was a significant correlation between classroom learning environment and attitude toward the learning of English.

These studies have shown that several factors individually and in relation to other factors contribute to learners' foreign language learning. However, the studies mainly rely heavily on quantitative data analysis that looks for correlation between factors and how the factors are related to language learning. The question of how learning factors stitch together and create good language learners is not being studied in Indonesian context. Therefore, the purposes of this study are (1) to identify learning factors of good EFL learners in Indonesian context; and (2) how the learning factors contribute to EFL learning of the learners in the Indonesian context.

2 METHOD

This study had three characteristics of a case study. First, the study involved a single case, a small group of participants (Creswell, 2012). 7 doctoral students who study English Education in a state university in Bandung participated in this study.

Second, the data collection made use of two instruments, namely open-ended questionnaire and self-reflective writing. The data collection began with the distribution of open-ended questionnaire to the participants in order to identify the participants' learning factors based on Kumaravadivelu's (2006) intake factors which consist of 9 items followed with a self-reflective writing. The self-reflective writing was distributed to provide a reflection on how those learning factors contribute to the participants of EFL learning.

The third characteristic is content analysis, an analysis on written contents that have been collected from an open-ended questionnaire and self-reflective writing that could be realized in quantitative data (Dörnyei, 2003). The data sets from both instruments were triangulated to provide valid research findings (Cox & Hassard, 2010).

3 FINDINGS AND DISCUSSION

The purposes of this study are (1) to identify learning factors of good EFL learners in Indonesian context; and (2) how the learning factors contribute to EFL learning of the learners in the Indonesian context. Two sets of data gathered from an open-ended questionnaire and self-reflective writing are presented, followed with discussion in the following section.

3.1 Students' Responses from an Open-ended Questionnaire

The open-ended questionnaire provides data related to the learning factors of good EFL students in Indonesian context.

First, individual factors which consist of age and anxiety. The participants (P2, P3, P5, and P7) felt great in learning English when they have reached the age 12. Then, the participant (P4) at the age of 7 has learned English since young because the participant was raised in a foreign country. Older learners (age categories of 15-17 and 23-25) show that they began to learn English better when they felt ready and comfortable to English and able to use learning strategies. Then, the participants were mainly able to face anxiety. Instead of letting the anxiety impedes their learning, they were able to cope with anxiety during learning English language.

Second, the affective factors which consist of attitude and motivation. The participants have positive attitude toward English because they like English for its usefulness (P4, P2, and P5). However, one participant (P1) has negative attitude towards

EFL. Then, the participants have their own motivations to learn English. Some instrumental motivations, such as: getting a job (P1) and scholarship (P3); imagination to marry an American (5); and learning other disciplines (P2). Then, integrative motivations such as like English, being a good motivator and teacher for the students, and the surrounding.

Third, tactical factors. The tactical factors are represented by only one item which covers learning and communication strategies. The participants were able to make use of strategies in learning EFL.

Forth, knowledge factors that consist of language and metalanguage knowledge. The participants were mostly aware that knowledge will help them to develop their skills and attitude toward English language. However, for the participant who showed the opposite view, it could bring a negative effect to one's learning because the language and metalanguage knowledge are very important for learners to understand what and how something works.

Fifth, negotiation factors that consist of interaction and interpretation. The participants do interaction to help them to develop their English. However, a case has been found that a participant did not make any use of interaction to develop English language. Then, the participants have misinterpretations in understanding English language that mainly occurred because they were still developing their language.

Sixth, the environmental factors that consist of social and educational contexts. The study showed that the participants have learned English mainly in educational contexts, e.g. classrooms. Meanwhile, social contexts that can support the students' EFL learning in Indonesia are limited to workplace and environments where the participant were raised.

This section has succeeded to identify the participants' EFL learning factors in Indonesian context. The learning factors that have been identified in this study have been proved to have contributions to the learners in learning English as a foreign language (Gardner, 2000; Kumaravadivelu, 2006).

3.2 Students' Responses from Self-reflective Writing

Self-reflective writing is constructed to provide the participants reflections on how their learning factors contribute to their EFL learning. Only 6 participants were able to finish the self-reflective writing.

Each participant has two to three learning factors which contributed to their EFL learning. Three important learning factors have been found to contribute to the participants' EFL learning, namely motivation, learning strategies, and environments. Each factor has the same role, that is, facilitating or even debilitating learners' learning where the factor can occur from inside or outside the learners (Kumaravadivelu, 2006). That is why it is reasonable to say that learning should also occur in a continuum (Medgyes, 1992) rather than a dichotomous relationship where each factor seems to be standalone.

4 CONCLUSIONS AND SUGGESTIONS

This study concludes that learning factors have a continuum of relationship where the factors can be facilitating for the learners of English as a foreign language as long as it is realized in good social contexts. The learning model based on continuum is basically relevant to the concept of scaffolding where learning takes place when learners have an interaction with peers and guidance from the adult (Wood, Bruner, & Ross, 1976).

Moreover, this study is not without weaknesses. First, this study limits its participants to the doctoral students only. Second, the learning factors described in this study is limited to Kumaravadivelu's intake factors (2006). Third, the study limited its instrument to written responses. As a result, future studies could involve more participants, more learning factors, and provide more instruments to study learning factors of EFL learners in Indonesia context in-depth.

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LISTENING TO MUSIC, DOES IT RELATE TO STUDENTS' ENGLISH SKILLS?

Santri E. P. Djahimo
sunthree_dj@yahoo.com

Nusa Cendana University (UNDANA)
Kupang-NTT

ABSTRACT

The aim of this study is to find out whether or not students' interest, in this case, listening to music (English songs) relates to their English skills (speaking and listening). 30 students of the first semester of English Department, Nusa Cendana University have been taken as the sample of this study, and the data has been collected and analysed in a qualitative way through interview, questionnaire, and documentary (students's final scores of speaking and listening subjects). The questionnaires cover the issues relate to the students' interests, particularly, listening to English songs. The interviews cover the similar issues to the ones in the questionnaires, in this case, they are used to recheck and sharpen the students' answers. The study reveals that there is a relationship between the students' interest (listening to English songs) and their English skills (speaking and listening). This can be proven by looking at their answers in the questionnaire and relating them to their final scores of speaking and listening subjects. 12 students (40%) who always listen to English songs get the best grade (A) in both speaking and listening subjects. 10 students (33%) who fall into the category of sometimes like listening to English songs get great scores as well for both subjects (25% get A for speaking, 15% get A for listening, 35% get B for speaking, and the rest 25% get B for listening). None of the 8 students (27%) who seldom listen to English songs gets A score for both speaking and listening subjects. 19% students of this category get B for speaking and 6% get B for listening. Most students of this category get C for both subjects (31% for speaking and 44% for listening). This study only has limited aim and has been conducted for a short period of time, that is why, the issues of how significant the relationship is and whether or not the students' perfomance is as good as their final score cannot be assured as there are some aspects dealing with these are not observable. The outcome of this study will leave a room for finding out more about the correlation in a statistical way in order to find out how significant the relationship is.

KEYWORDS:English Skills, Listening Skills, Speaking Skills, Music, Listening to Music.

1   INTRODUCTION

As the first foreign language, English has been taught in Indonesia from the level of kindergarten to university. English has been even used as a 'second language' for several

particular schools (international schools) and departments of university levels (English Department, Department of English Literature, etc.). The students of these particular groups have to really struggle with their English skills since more than fifty percent of the subjects in their curricula relate to English skills.

Discussing about the concept of language skills, the language educators have divided it into four skills, they are listening, speaking, reading, and writing. The relationships among each and every skill of those four based on the two parameters are as follows; listening and reading are known as receptive skills, while speaking and writing are known as productive skills seen from the direction of communication. However, if we look from the mode of communication then the skills will be divided into oral and written forms. Listening and speaking are included in oral form, while reading and writing belong to written form.

Although all four skills facilitate language learning, this study focuses only on the mode of communication which is oral (listening and speaking skills). It is in a line with the aim of this study, which is to find out whether or not students' interest, in this case, listening to music (English songs) relates to their English skills (speaking and listening).

1.1   Previous Studies

Many studies have been done on these two skills (speaking and listening). Most of them look at these skills separately in relation to music. Several English teachers as well as lecturers in Indonesia have conducted this similar kind of study, but they have mostly looked at the effectiveness of using songs in teaching listening to the students of either Junior or Senior High Schools. They have also found out about the correlation between teaching English with songs and the students' achievement in listening skill (Solihat & Utami, 2014; Suryati, 2013; Endah Sari, Nuhung, & Hastini, 2013; Hidayat, 2013). There are not many people interested in looking at the use of songs in teaching speaking. Few of those who have focussed on speaking skill are Nanda and Narius (2012) who have conducted a study to see how to improve the speaking ability of Junior High School students by using western songs, and Jannah (2011) who has conducted a research to find out the correlation between students' (of Junior High Schoool) interest in listening to English songs and their speaking ability.

Although there have already been many studies dealing with the issues of English songs in relation to speaking and listening skills, none of them has intention to look at how the students' habit of listening to English songs that has become their prior learning experience relates to their achievement in English oral skills (speaking and listening). This study will discuss about the issue that has never been discussed in any other writings.

1.2   Music in Listening and Speaking Skills

"Without music, life would be a mistake" (Fredrich Nietzsche). This saying is in a line with what has been practiced in EFL class where teachers are interested in using songs as a teaching media. Song is not a new media used by English teachers to teach their students. It is considered as an important media used in EFL classes (Cameron, 2001). Sharpe (2001) and Murcia (2001) state that songs as a media can be used to deal with the real language use in a real life situation in a relax and fun way. Music itself can be a powerful tool in teaching and learning process. Songs in this study refer to any English songs of all genres which have become the favorite of the students. These songs that they like to listen to have become their unconscious learning media for years as these kind os songs have created such opportunity for them to practice and repeat to eventually make

them familiar to the expressions used in the songs (Rumley, 1999). Listening to English songs ca be very effective in improving listening ability.

Listening skill is important to learn because it is urgently needed in spoken communication. Having a good skill in listening will allow us to understand what others say and to interact in a communication. It has been stated earlier and it has also been known that listening is categorized as receptive skill from the direction of communication. However, Rivers has come up with a different point of view by stating that "listening is not a passive skill, nor even, as traditionally been believed, a receptive skill. Listening is a creative skill. In order to comprehend the sound falling on our ears, we take the raw material of words, and the rise and fall of the voice, and from this material we create a significance" (1981:160).

River's view has brought a new meaning of listening skill. It can not be seen as passive skill which goes through static procedures of learning, but it is a creative learning which goes through active and dynamic process. Listening as a creative skill has also been supported by the fact that in listening, not only comprehension is needed but also attention since there are several activities occur at the same time (integrated skill). This definition clearly makes the word *listening* different from *hearing*. According to Crystal (1997), there are two roles of a listener based on the theories of speech perception; as a passive role; listeners can only listen and recognize the sound, and as an active role; after listening then listeners will try to understand the sound.

Having good listening skill contributes to great speaking skill because listening involves many activities, including speaking. Being able to communicate fluently and accurately in English is considered as having good English (speaking skill). Most people measure the success or failure of learning language is by looking at speaking skill. If one's speaking skill is good means s/he has already mastered the language s/he is learning. Among the four skills, speaking is considered as the most complicated one (Brown, 1994). In teaching speaking, teachers have to set up a goal to improve the students' communicative competence (Kayi, 2007). By improving their speaking skill, teachers have prepared them to be able to express themselves in English.

2   METHOD

Aim: This study is aimed at answering the question of whether or not there is a relationship between the students' interest, in this case, listening to music (English songs) and their English skills (speaking and listening).

Subject: 30 students of the first semester of English Department, Nusa Cendana University have been involved to become the research sample. There are some features about students who have been involved in this study, as follows; they are the first semester students who just graduated from Senior High Shools and enrolled in English Department of Nusa Cendana University; they consist of both males and females (11 males and 19 females) whose ages are between 16 to 18 years old; they come from different part of East Nusa Tenggara Province; and they take speaking and listening to study in the first semester.

Data Collection: The data has been collected by using several research instruments. They are interview, questionnaire, and documentary.

Data Analysis: Despite the fact that Liker Scale (the data of the questionnaires) can be analysed by statistical analysis, pure qualitative way has been used in analysing the data in this study. The analysis has only been limited to see the relationship by looking at the students' answers and comparing them to their final results of both speaking and listening skills.

Since it has limited aim and has been conducted for a short period of time, this study will not cover the issues of how significant the relationship is. Another limitation of this study is dealing with whether or not the students' performance is as good as their final scores. It can not be assured as there are some aspects relate to their perfomances are nor observable. It is expected that the outcome of this study will leave a room for other researchers to find out more about the correlation in a statistical way to know how significant the relationship is.

3 FINDINGS AND DISCUSSION

3.1 Findings

The questions in the questionnaire allow the researcher to divide the students into three groups. This division has been done based on the students' answers in the questionnaires about the frequency of listening to English songs. The students have then been divided into 3 groups, namely; *'always (listen to English songs)', 'sometimes (like listening to English songs)',* and *'seldom (listen to English songs)'.* There is no group of *'never (listen to English songs)'* because none of them has chosen *'never listen to English songs'.*

The findings show that there are 12 out of 30 students (40%) in group *'always'*, 10 students belong to *'sometimes'* group, and the rest 8 students fall into the category of *'seldom'*. The focus is only on the frequency of listening to English songs and not the type of music they like to listen to. It can be seen from the result that from 40% (12 students) in this group, everyone has achieved the best score 'A' for both speaking and listening subjects. Those who have 'A' score for speaking also have 'A' for listening. 10 students (33%) have scored 'A' and 'B' for both subjects, but noone has got 'C' score. 3 students (15%) in this group have scored 'A' for speaking and 5 students (25%) have scored A for listening. Score 'B' for speaking has been achieved by 7 students (35%) and for listening has been achieved by 5 students (25%). Noone from this group has scored 'A' for both subjects. There are 8 students in the *'seldom group'* (27%) and nobody has achieved 'A' score for both subjects. There are 3 students(19%) have scored 'B' for speaking and the rest 5 students (31%) have 'C' as their final score. 1 of the 8 students (6%) has got 'B' for listening and the other 7 (44%) have got 'C' for similar subject. 1 student in this group has achieved similar score for both speaking and listening subjects, which is 'B'. 2 students have 'B' for speaking and 'C' for listening, and the rest 5 have scored 'C' for both subjects.

3.2 Discussion

The main part of the discussion will be dealing with the students of group *'always (listen to English songs)'* and their achievement in speaking and listening skills. Only small portion of this section will describe about other groups.

The findings have clearly shown that there is a relationship between the students' interest (listening to English songs) and their English skills (speaking and listening). Those who really like listening to English songs say that thay always do that everyday and it has become their daily habit. This habit can take them to have a great result in their speaking and listening skills. These students have been enjoying listening to songs, especially English songs, since they were in high schools (some of them say that they have been enjoying this activity for more than five years) and all of them have never been to any English Courses to learn English. Never attending any English course is an important issue in this study since there will not be any assumption that their high

achievements in both skills (speaking and listening) might be from their basic and background knowledge from the English Course.

Students in this group have similar answer to the questions about the process of listening to songs. Based on their answers, it has been foud out that they listen to English songs because they like the language used (i.e English). So English is the reason why they like listening to English songs. However, it has also been revealed that most of them have chosen English as their major after graduating fron Senior High Schools because they like listening to English songs. This fact shows that the students' interest in listening to English songs has motivated them to enrol in English Department to study English in a specific way.

Although this writing will not cover the issue of the genres of music that the students like, it is needed to be informed that not all English songs are their favorite. Most of the female students like listening to pop songs, and they all say that they like listening to songs which are popular among their generation. Popular songs can become their topic for daily small talk. Male students, on the other hand, prefer alternative, slow rock, and heavy metal genres. Despite the fact that they prefer different genres of music, all of them have applied similar method in the process of listening to English songs. First, they will listen to the songs they like, and try to find the lyrics to make them easier to sing along with the singer(s). Not all students like singing but they all say that they always sing while listening to songs they like. When they find difficult word(s) in the lyrics which can not be understood, they will check out the meaning in English-Indonesian dictionary to make them able to understand the whole meaning of the songs they are singing. The repeating process of listening and singing will be continued for many times until they can memorize the songs and pronounce the words in the songs fluently and accurately. This on-going process makes them perfect in listening to English words sounded by the singer(s) and pronouncing each and every word accurately as they learn to repeat from the native speakers who sing the songs.

It is interesting to look at the phenomenon that the students even do not realize that they are learning English through the songs they are listening and singing. In their answers, they say that they do not know that listening to English songs can improve their speaking and listening skills, and they also do not know the advantages of listening to English songs. What they are aware is they enjoy listening to English songs because they like English as the language used in the songs. In relation to their ability in speaking, these students are able to use various expressions in English that they have copied from the songs they listen. It can be concluded that the way they practise to listen and speak in English is in an unconscious and interesting way, which is through their interest in music (listen to English songs).

In speaking class, these students have shown that they could handle problems usually appear in speaking activities, such as *inhibition* because they are afraid of making mistakes, fear or shy to speak in front of other people, *nothing to say* because they do not have enough vocabulary to express themselves, *low participation* because they are afraid of showing their little knowledge about the topic using the target language, and *mother-tongue use* because they do not know how to express themselves in the target language. In fact, these students are quite confident in presenting a topic in front of the classroom. If they have to stop, it is because they really do not know how to use particular word (s) or expression(s) in the target language and so they need to be helped by the lecturer. They have good pronunciation and smooth flow as well as quite enough vocabulary to make them easy to present their topic in front of the classroom. The level of participation of these eight students is quite high. They interact well with their other friends as well as teachers. They always actively participate in all speaking activities conducted by the

lecturer in speaking class. Although they still use mother-tongue to clarify unclear things but most of the time the target language is used.

Based on the interview, it has been revealed that they always sing a song they have listened to repeatedly until they get it right. They will also imitate the way the singer pronounces every single word and check the difficult word(s) found in the songs to find out the meaning regularly. It makes them able to pronounce the words fluently and accurately. The result can be seen when they are talking in front of the class. The way they pronounce the words is different from their other friends. They talk in English as if they always used that in real life communication. They do not even realize that what has been done is included in the process of learning English (prior learning experience) and that they have spent much time to practice speaking through the songs they have listened. They have done all these processes without feeling afraid or shy of making mistakes and this step favors oral activities of the students.

The great achievement is not only found in speaking skill but also in listening ability. When they listen to English songs, they practice their ears to get used to listen to English words (passive listeners) and at the same time, they also try to identify and understand what the singer(s) is/are saying (active listeners). This process will automatically improve their listening ability.

In _'sometimes (like listening to English songs)'_ group, none of the students has got 'C' for their final scores of both speaking and listening. Three out of ten students have scored 'A' for speaking subject and five out of ten students have achieved 'A' for listening subject. The results of the students are still categorized as good. Although their results are not as good as the ones of the other group, they also show that they have been benefited from their interest in listening to English songs in less frequent way in achieving the scores in those two subjects.

None of the students in _'seldom (like listening to English songs)'_ group has got 'A' for both subjects. This fact strengthens the assumption that the more they listen to English songs, the better their English skills (speaking and listening) will be. On the other way round, the lesser they listen to English songs, the lower scores of these two subjects they will get. There will be limited opportunities for students to be able to practice the skills in class during the teaching and learning process. That is why, they have to be creative in having initiative to be able to use every single opportunity to practice outside class, and one best opportunity is by listening to English songs.

Theoritically, students can improve their listening skillsas well as gain valuable language input through a combination of both extensive and intensive listening material and procedures. Listening of these two kinds is particularly important since it provides the perfect opportunity to hear voices other than their teachers' and it also enables students to acquire speaking habits as a result of the spoken English they absorb through which way will help to improve the way the pronounce English words. In this kind of extensive listening, teachers are expected to encouragetheir students to choose for themselves what they want to listen to and to do so for pleasure and general language improvement. Extensive listening will usually take place outside the classroom: in the students' home, car or on personal MP3 players as they travel from one place to another. The motivational power of such an activity increases dramatically when students make their own choices about what they are going to listen to.Practically, this can have a very positive effect on students' language learning.

It is true that no generalization made about the assumption that when someone does not like listening to and even never listens to English songs, s/he will not be good in English skills (speaking and listening). But it is undeniable and generally believed that the habit of listening to English songs has positive influence towards the listeners'

English skills. The influence will be better improved through intensive learning in such a conscious way. Although there might be other factors that could not be observable and identified relates to this phenomena, it will not be too early to draw a conclusion that these students' results have more or less been influenced by their more or less interest in music (listening to English songs).

4   CONCLUSIONS AND SUGGESTIONS

From the findings and discussion earlier, it can be concluded that the students' interest, in this case, listening to English songs relates to their English skills (speaking and listening skills). The students' final scores of both skills show that those who always listen to English songs have great scores in speaking and listening, while the ones who seldom listen to English songs have only got average scores. The result of this study shows that the assumption that the more someone listens to English songs, the better achievement s/he will get in English skills (sepaking and listening) is true by itself. There might be other influential factors in this result but those factor will not be put into consideration in this study.

It is highly recommended that English teachers and lecturers be active in using songs as a media to teach, especially the skills of speaking and listening. The songs chosen have to be appropriate with the students' level of education and the topic.

Students who are interested in improving their skills in English are suggested to start listening to English songs and getting used to its activities, such as listening, repeating, pronouncing accurately, and finding out the meanings. The activity of listening to English songs is relax and fun but it is powerful in improving English skills, especially speaking and listening.

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'PIC-MIX DISCOVERY' MODEL TO CULTIVATE CULTURAL UNDERSTANDING AND MULTILITERACIES IN TEACHING ENGLISH FOR YOUNG LEARNERS

Lulus Irawati
lulusirawati@gmail.com

IKIP PGRI Madiun
Jl. Setiabudi No. 85 Madiun, JawaTimur

ABSTRACT

Being multi-literate is emerged to be achieved by today's EFL students, from primary education to higher education.Here, primary education, in this case teaching English for young learners is chosen as the object. One of ways to endorse the young learners being multi-literate is by using media, such as digital children stories. The stories may provide some information via visual, audio and motion, which is culture-bound context. It means that the stories told represent certain cultures either western or eastern and need to be entirely understood. Therefore, multiliteracies and cultural understanding can be simultaneously achieved.This paper extremely offers a conceptual idea of pic-mix discovery modelconsisting of picture series combined with digital stories to cultivatemultiliteracies and cultural understanding in teaching English for the fifth graders. Some studies support that teaching English for young learners by using pictures and sequence pictures is successful and effective (Hasanah, 2013; Mansourzadeh, 2014) and some studies also confirm on the effectiveness of using video of animated stories for TEYL (Yildirin& Torun, 2013; Devi, 2012). These previous studies are considered as the basis for proposed implementation of pic-mix discovery model in TEYL. Accordingly, culture inserted as content is target and local culture. It is the way to cultivate young learners' cultural understanding, in order to achieve basic cultural understanding (awareness) developed by Baker (2012). Again, this model is, then, to cultivate young learners' multi-literacies, since listening, speaking, reading, and writing can be achievedsimultaneously.The implementation of pic-mix discovery model covers two parts: the procedure of using digital children stories and the procedure of pic-mix discovery model.Hopefully, thesemediahelp the students improve their four English skills through kinds of objects shown and make them multi-literate with a change in viewing the culture.

Keywords:pic-mix discovery model, cultural understanding, multiliteracies, teaching English for young learners

1   INTRODUCTION

Multilitercies has become things popular today, since the students are urged not only to read and write based on static products but also based on digital (electronic) products, in

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order to transfer and understand messages. Then, being multi-literate is emerged to be achieved by today's students for English for Foreign Language (EFL) classroom, from primary education to higher education. Here, primary education, in this case teaching English for young learners is chosen and discussed for English is taught integrated skills: listening, speaking, reading and writing. This paper is taken the fifth graders of elementary school as a level in which I propose to use digital stories combined with picture series as teaching media.

Accordingly, media, such as digital children stories are selected to endorse the students being multi-literate. The digital children stories may provide some information via visual, audio and motion, which is culture-bound context. It means that the stories told there represent certain cultures either western or eastern and need to be entirely understood. In addition, it is also supported by the New London Group proposing thatmultiliteracy overcomes the limitation of traditional approaches by emphasizing how negotiating the multiple linguistic and cultural differences in our societies is central to the pragmatic of the working, civic, and private lives (in Guth and Helm, 2012). Thus far, by applying the digital children stories, multiliteracies and cultural understanding can be simultaneously achieved.

In line with the explanation above, culture can be understood by showing good and clear examples either from digital or static images. The images represent things different such as people's look, clothes, behavior, religion, ethnics and many more, included in teaching English for young learner. Meanwhile, they also need to show their identities as Indonesian people who are friendly, simple, respectful, and many more in communicating for example,we need to be wise to produce words, phrases, or clauses to make the communication politer, although English does not have caste or stratum of using language. In sum, understanding the culture is beneficial for English young learners, for it makes them careful and creative in using English from very beginning.

Due to the facts above, developing multiliteracy for English young learners needs interactive and fun teaching media that can be applied hand-in-hand with the digital children stories. Conceptually, I then propose the so-called 'Pic-mix discovery model' since it is derived from the combination of a puzzle, a series of picture, memory strategies, and cooperative learning. The media is conducted right after the digital stories ended. The form or the way a series of picture drawn and described is interestingly various, since by providing those various pictures, the students' multiliteracies, which offer cultural understanding inside, can be developed. Automatically, it also strengthens students' four English skills.

Moreover, this paper aims to elaborate 'pic-mix discovery model' with the use of digital children stories to cultivate cultural understanding and multiliteracies. Previous researches have inspired this paper, such as the idea of digital stories as student-centered collaborative project (Vinogradova, et al, 2011), multiliteracy learning in beyond-game culture (Ryu, 2011). These ideas also become prominent references to support developing multiliteracies.

2 MULTILITERACIES

Traditionally, multiliteracy came from the word 'literacy'—the ability to read and write texts. Then, literacy is explicitly defined as the four strands of language - reading, writing, speaking and listening and tended to be defined by reading and writing skills, while assuming speaking and listening will develop organically. (http://www.literacytrust.org.uk/blog/1235). In broad terms, literacy is the ability to make and communicate meaning from and by the use of a variety of socially contextual

symbols. Literacy has, for instance, expanded to include literacy in information and communication technologies and critical literacy (Cunningham, 2000; Harste, 1994; Leu, 2002; Mol1, 1994; Paris,Lipson&Wixson,1994) http://www.bridgew.edu/library/cags_projects/ldubin/Definition%20%20Literacy.htm. For me, these ideas show that literacy work simultaneously with culture to develop students' English skill or competence with technologies.

Nowadays, the concept of literacy has been expanded into a very complete and comprehensive one, as stated in the beginning, multiliteracy. It firstly proposed by the New London Group (1996) with the statement that multiliteracy takes into account many linguistic and cultural differences in the society. Moreover, Lankshear and Knobel (in Guth and Helm, 2011) identified three dimension on the new literacies, namely the operational, cultural, and critical. Based on the statements above, I prefer to use the concept Lankshear and Knobel that is more comprehensive to cover any parts of people's ability regarding with the culture.

3   CULTURAL UNDERSTANDING

The idea of understanding is one-step behind of awareness. It is a superficially part that everybody has emerged to achieve it. Therefore, cultural understanding regards to conscious responses of the cultural information or knowledge that motivate or encourage people changing their perspectives.

Some serious problems happened when the students have not understood the cross-culturally and interculturally. Those problems are: (1) the inability of learners to fully assimilate meaning within contexts of language use; (2) the inability of the material to promote "realism"; (3) the inability of the material to bring about "immersion" into the new world which will leave bias, stereotyping and prejudice behind (Mukundan, 2005). Therefore, it is prominent to overcome these problems by providing some materials, approaches or techniques to cultivate the cultural understanding consciously.

For English young learners, teaching culture is not easy to do, for acquiring cultural competence is a gradual process. Johnson stated that acquiring cultural competence is achieved only after many observations, experiences, and interactions in the classroom and playground, with parents and with peers (2006). It means that to acquire cultural understanding, English teachers especially have to provide any sources such as books, VCDs, CDs and so on, then can read and play them inside the classroom.

To the best of my knowledge, interaction is something difficult to do for young learners. They do not have enough ability to use their understanding while communicating with other people. Young learners are only in the position of recognizing, knowing and understanding the culture as it is considered as basic cultural awareness or level one (Baker, 2012).

4   PIC-MIX DISCOVERY MODEL

'Pic-Mix Discovery' model exactly consists of things like its name—pictures being mixed and need to be discovered by the students. The pictures can be teacher own-made drawing or taken from internet, scrap books, or other sources. They are provided based on the story told in the digital stories. The idea of 'pic-mix' is taken from picture series, since the students are going to be assigned arranging the pictures selected.

The pictures are purposefully made not only one series but also about three or four series with different looks or appearance, different shapes, colors and so on, in order to give more choices for the students. Any choices selected by students are hoped

representing their cultural understanding and multiliteracies.Some studies support that teaching English for young learners by using pictures and sequence pictures is successful and effective (Hasanah, 2013; Mansourzadeh, 2014) and some studies also confirm on the effectiveness of using video of animated stories for TEYL (Yildirin& Torun, 2013; Devi, 2012). These previous studies are considered as the basis for proposed implementation of pic-mix discovery model in TEYL.

The idea of 'discovery' is inspired by doing or making puzzle in which the students are forced to arrange the pictures with having the same look, color, etc. The students are asked to discover which pictures are alike and matched with the content of digital stories.

4.1 HOW 'PIC-MIX DISCOVERY MODEL IS IMPLEMENTED

4.1.1 The Use of Digital Children Stories for the Fifth Graders to Cultivate Cultural Understanding and Multiliteracies

The implementation of digital children stories is done first before applying pic-mix discovery model. First, the fifth grader teacher has to explore and expose any vocabulary, ideas that might have relation with the children stories approximately for 5 minutes. For instance, if the teacher chooses the story entitled '*the little match girl*', she or he has preliminarily to explore some vocabulary based on the story in order to help the students understand it easier. Listening and speaking actually are started to be taught here. She or he may continue to play the digital children story by explaining duration of the story and what they should do during watching it. Next, the teacher may raise some questions related to the story namely the name of little girl, the meaning of some vocabulary—*snowing, selling matches, fire*, etc. and some characters involved there—*grandmother, people around*, etc.Later, the teacher informs that the second time of playing the story is in progress in a minute;she or he asks them to watch carefully and starts to take a note the content of the story. Finally, playing the digital children story spends 15 minutes.

In addition, there is extended time provided about 10 minutes right after playing the digital story. In this ten minutes, the teacher introduces some cultural issues found in the story such as *snowing, toast, roasted turkey, candles, present, Christmas tree*, etc. Although *snowing* is not culturally made, it is important to be discussed, since the way people dress is different from those who live in a four-season country and those who live in a two-season country. Then, the way they act is different too. The teacher may explain those things to the young learners such as snowing, a very cold condition, in which snow falls like dust getting thick and thicker. This condition happened in four-season countries only and becomes a sign for people to celebrate Christmas, since it happened in December. Therefore, the students will get very clear information anything related with the story.

By understanding all things above, the teacher may continue the information by raising the situation contrasted with Indonesian context. As most Indonesian people are Muslims, it is necessary to talk about '*harirayaIdulFitri*'. Further, the teacher can ask them what they usually do in *IdulFitri* or what happened there. The students perhaps tell about their own experiences that they always visit their grandparents' house for *sungkeman* and eating *ketupat*.

4.2 The Use of Pic-mix discovery model to Cultivate Cultural Understanding and Multiliteracies

Here, the use ofpic-mix discovery model spends 40 minutes by dividing it into three parts of activities: (a) arranging the pictures; (b) creating 3-5 sentences based on the pictures; (c) reporting the result; and (d) closing and giving feedback. In the first 10 minutes,

teacher explains some set of pictures that they can select based on the digital children stories and then divides them into groups consisting of 3-5 people. Every group will have three different set of pictures, in term of different in looks, people, etc.After 10 minutes, the teacher has to stop the students' activity and then asks them to move aside in order to give space the teacher to see and check the set of pictures selected. Next, the teacher can go around the class to check the students' own-choice on the set of pictures. Then the teacher asks them to continue to the second part—creating 3-5 simples sentences based on their selected pictures.

The second part of pic-mix discovery model spends 15 minutes. At this time, the teacher asks the students to continue creating 3-5 sentences based on the selected pictures. Do not forget to give them examples on how to make simple and good sentences. They create some sentences freely based on their understanding and their imagination. Soon later after that, the students are asked to report the set of selected pictures and what sentences are resulted going beyond them.

The last 10 minutes is done for closing and giving feedback. The teacher can take notes while the students present the set of selected pictures and report what sentences have been created. One or two people reporting the result in front of the class represents a group.The teacher should provide invaluable and constructive feedback, since the students are freely to explore or create their own sentences that can be based on their imagination. Their cultural understanding can influence the way they describe the pictures such as they perhaps can change the context like *snowing* into more realistic context like *raining*. They can also describe some ethnics or local clothes such as *kebaya* for *little match girl's grandmother* showing that the group member is originally from Java and many more certain description.

In closing, the teacher emphasizes and reviews things discussed before spending about 10 minutes. The teacher reviews again some cultural issues found in learning process by using pic-mix discovery model. The teacher tries to highlight the students' works and then show them what things are beneficial and what things are not beneficial in term of developing their skills and their cultural understanding.

5   CONCLUSION

Referring to discussion on the use of pic-mix discovery model combined with the use of digital children stories, some conclusion is drawn to sharpen the idea that cultivating students' cultural understanding and multiliteracies can be realized in English young learners. First, the use of digital children stories can contribute the success of cultivating the students' cultural understanding, since right after playing the digital stories, the teacher reviews what things are different or what things are the same crossed the local culture, Indonesian culture. Second, the use of pic-mix discovery model here has become one solution to activate the students in cultivating their cultural understanding and multiliteracies. This media helps the students to be easily improve their English skills— listening, speaking, reading, and writing through kinds of objects shown and make them to be people who are multiliterate with a change in viewing the culture.

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THE PRINCIPLES OF NEED ANALYSIS FOR EFL TEACHER PROFESSIONAL DEVELOPMENT IN INDONESIA

I.G.A. Lokita Purnamika Utami
lokita.purnamika@yahoo.com

Ganesha University of Education
Singaraja-Bali, Indonesia

ABSTRACT

Teacher professional development is the term for efforts done by teachers to help them improve their professional growth. Literatures on professional development mention there are many types of activities, ranging from the least formal such as professional dialogue to the most formal like attending seminar. Recent literatures call these activities as Continuous Professional Development based on the belief that it should be done continuously as long as their teacher carrier.For Indonesian EFL context, there are some options to develop Indonesian English teacher's professionalism: sending teachers to graduate program in English Language education, assigning teacher's to join in-service teachers' certification, sending teachers to the Education and Training for Teacher profession Program, and building teachers' awareness of the importance of continuous improvement learning (Cahyono, 2010). However, not all teachers are willing to be actively involved in these activities because of some reasons. One of the reasons is the gap between teachers' needs and what the program offers. Research on teacher PD in Indonesia show that there are many PD providers for teachers, however, they sometime offer programs which are irrelevant to teachers' needs. Ideally, PD planner should do a need analysis before administering the program. As what expected in the law of teacher and lecturer no 14 of 2005, professional teacher are those who master the four competences namely professional, pedagogical, personal and social competences. In relation with this, this article highlights PD needs based on these four competences within the proposed principles of EFL teacher professional development need analysis in Indonesia. Besides, this article presents a draft of blueprint for the need analysis instrument.

Keywords: Professional Development, EFL teachers, Need Analysis

1 INTRODUCTION

Many research have shown the connection between teacher quality and student achievement (Coleman, et.al, 1966; Darling-Hammond, 1997; Cunningham, 2007). Therefore, countries around the world have taken the issue of improving teacher professionalism quality very seriously, including Indonesia (Fahmi, Maulana and Yusuf, 2011)

However, studies on Indonesian professional development program have revealed some weaknesses on the implementation of PD. It was found that in such

program there is a gap between what the teacher's needs and the program offer (Evan, et. Al, 2009; Ashadi, 2010).

In relation to meeting the needs, scholars (Villegas-Reimers, 2003;Rhodes and Beneicke, 2003; and Lee, 2004-2005) administer need analysis prior to the implementation of particular program or training. However, even though some scholars have mentioned or implemented the need analysis for professional development, little effort is put to highlight the principles of conducting need analysis.

Thus, in response to the urgent need of conducting need analysis for EFL PD program in Indonesia, then this article is aimed at highlighting some principles to be considered in carrying out professional development need analysis, especially for EFL teacher in Indonesian context. This paper also presents an initial blueprint for the aforementioned purpose.

2   THE PRINCIPLES OF NEED ANALYSIS

To conduct need analysis for EFL teacher PD in Indonesia, some principles need to be taken into account. These principles are: (1) identifying the purpose of need analysis, (2) reviewing EFL teacher PD needs from literature, and (3) developing the instrument of need Analysis.

2.1   Identifying the Purpose of Need Analysis

In conducting any assessment it is very important to specify the purpose of the assessment instrument (Brown, 2003). Similarly, prior to conducting need analysis, it should be clear the purpose of the need analysis. In investigating EFL teacher PD needs in Indonesia, there are 2 options as in what extent needs were categorized. It can be a need analysis to see the needs of EFL teachers based on their carrier stage and need analysis which is directed at the needs based on teacher competences. In this paper the second optioon is going to be further discussed in this paper

2.2   Reviewing EFL teacher PD needs from literature

From the literature there are some common themes related to investigating the needs of teacher PD. These are: (1) priority needsof PD focus, (2) types of professional development activities, and (3) Factors affecting professional development participation. These factors can be the barriers as well as the supporting factors of PD participation.

2.2.1   Priority needs of EFL teacher PD focus

According to the lawno 14 of 2005, professional teachers should have four competencies namely professional, pedagogical, personal and social competences. These competences emphasize on different aspect: professional competence emphasizes on the subject mastery, pedagogical competence emphasizes on educational competence, personal competence emphasizes on ideal teachers' attitude and ethics as the model for students, and social competence emphasizes on the ability to work together with colleagues, and other interactional activities (Depdiknas, 2005)

The mastery of the four competences mentioned previously can be the essence of professional development focus. Thus, to customize the need analysis for EFL teachers in Indonesia, it is also important to specify the needs of EFL teacher PD focus based on these teacher competences.

PD needs on the area of pedagogical knowledge are curriculum management, behavioral management, pedagogy(Kennedy and McKay, 2011), assessment and

pedagogical competence (Gibney and Murphy , 2012), knowledge of lesson planning (Wall, 2008).

Some studies reveal some PD needs of professional knowledge such as knowledge of content/subject matter, English skills and the knowledge of pedagogy especially content-specific PD for example : how to teach reading, or how to teach writing (Wall, 2008; white, 2013, Kabilan and Veratharaju, 2013).

There are also some PD needs under social and personal competences such as organization management and team work and also personal competences(Rhodes and Beneicke 2003);empathy, leadership, collaborative skills and teacher's belief, self-awareness, and emotion (Malm, 2009).

Beside teacher mastery of English language and pedagogy, the competency in technology literacy also needs to be considered to support EFL professionalism (Wall, 2008; Kabilan and Veratheraju, 2013; Evan,et.al, 2009).

2.2.2   *Types of Professional Development activities*

In literatures it is mentioned that there are various ways of continuing professional development for English teacher. Studies confirm that CPD can be conducted through online learning, (Orr, Duncum & Wallin, 1998), doing research (Luke &McArdle, 2009; Herbert & Rainford's, 2014), collaborative self-study (Green, et al,2013), within school program such as professional dialogue (Cheng & Winnie, 2012) and reflective practice (Bleach, 2014).

2.2.3   *Factors affecting professional development participation*

Some studies have revealed that participation in PD is motivated by some factors such as to get certificate(Muzaffar and Malik, 2012; Hastuti, et al, 2009), self motivation, supporting school culture, family support(Dayoub and Bashiruddin, 2012)

On the contrary, there are also some factors which hinder teachers to attend PD activities such as extra workload, insufficient time (Muzaffar and Malik, 2012;Wall, 2008; Mackenzie, 2003) absence of incentives in PD trainings (Muzaffar and Malik, 2012), lack of financial support(Wall, 2008;), theoretical oriented program, family responsibilities, teacher's conservativeness, lack of awareness regarding usefulness of training and conflict with teachers working schedule (Muzaffar and Malik, 2012), and unsupported school culture (Dayoub and Bashiruddin, 2012).

2.3   Developing the blueprint instrument ofneed analysis

In developing the instruments of professional development need analysis, one may consider make it in various forms. It can be in the form of open-ended questionnaire, a checklist, or a likert-scale questionnaire. Open-ended questionnaire allows the participants to elaborate their answers. The checklist and likert scale give some alternative options to choose.

However, before making the instrument a blueprint is needed to create a construct of the instrument. Based on the review of literature a construct of need analysis instrument can be made. The author provide a draft blueprint consists of four dimensions as follow:

Table 1. Draft of blueprint

Concept	Dimensions	Variables	Sub variables
Professional Development need analysis	1.Professional development focus to support	The needs of PD focus to support	Relating the lesson with other subjects such as literature (prose, poetry, drama), Reading skill

		teacher competences	Professional competence	mastery, Writing skill mastery, Speaking skill mastery, Listening skill mastery, Grammar and language structure mastery, ELT teaching and learning strategies, scientific writing concept, Professional development activities
			The needs of PD focus to support Pedagogical competence focus	Designing lesson plan, Understanding curriculum, Using media, resources, and material in teaching, Language Assessment, Students' behavioral management, Classroom management, IT development in teaching
			The needs of PD focus to support Personal competence focus	Improving positive attitude as the model for students, Improving emotional-self awareness competence, Improving of Self-management skill, Achievement orientation, Emotional self-control, Positive outlook
			The needs of PD focus to support Social competence focus	Leadership development, Social awareness/Empathy skill, Organizational awareness, Conflict management, Coaching &mentoring, Teamwork skill, Adaptability,
	2.Types of professional development program		Formal	Seminar, workshop, Study groups, Attending university courses, Attending non-university courses, individual research, collaborative research, mentoring, coaching, lead teaching, observing peers, conferences
			Informal/ personal learning	Professional sharing/dialogue with colleagues, Online courses, Joining online professional groups,Web browsing/personal online learning, Book reading, Self-evaluation, Feedback from colleagues
	3.Barriers		Internal barriers	Time, Marital status (unsupported family), Do not see the relevancy with one's need, Low motivation

		External barriers	Unsupported Schools culture, Unsupported internet source, Transportation, Geographical location, Lack of Financial support
	4.Supporting factors	Internal supporting factors	High motivation, Supporting family,
		External supporting factors	Supporting school culture, Financial support

3   CONCLUSION

English teachers in EFL context, such as in Indonesia, encounter different challenges in teaching English compare to ESL teachers. For instance, from the findings of some studies, there are many EFL teachers still urgently needs PD in the area of English proficiency, which may be less crucial in ESL context. As PD needs are quite vary, a need analysis is a relevant response. Some principles of PD need analysis can be considered prior to the design of need analysis instrument such as determining the purpose of need analysis, studying related literatures and regulation, and developing the blueprint.

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MOTHER TONGUE AND ENGLISH LANGUAGE LEARNING: A CRITICAL ANALYSIS OF LANGUAGE ACQUISITION DIVICE THEORY

I Ketut Warta
ketutwarta@gmail.com

Institute of Teacher Training and Science Education (IKIP) Mataram
Jalan Pemuda No. 59A Mataram, Telp. (0370)632082

ABSTRACT

Controversy whether the position of mother tongue in EFL teaching is a fiction or fact has been a long debate and is still questioned but still left un-responded. The teaching of English in Indonesia is the most interesting yet the most frightening subject for the greater part of most school students. There is a claim among students, even teachers, that English and mathematics are still viewed as two most difficult subjects. The fact that students' learning achievement of these two subjects is poor. This article is an attempt to explain the issues from Chomsky's LAD theory and the position of mother tongue in EFL learning. The theory is profoundly analyzed and empirically justified. Ten mature students from graduate program, IKIP Mataram are interviewed in depth and recorded. The recorded information is transcribed. Qualitative data in terms of transcripts are then classified and some are reduced for the reason of analysis. The qualitative data in the forms of utterances and fragments are displayed in tables. Data analysis results EFL teaching is both interesting and challenging; the problems in EFL teaching may involve that of teacher, student, and method of teaching. Analysis on quantitative information indicates that proficiency in English is hard, if not impossible; and for learning benefit, the use of mother tongue is highly recommended. To summarize, the review of Chomsky' theory and its implication on EFL learners will be of assistance for teachers and learners of English to be aware of the importance of mother tongue in learning other languages, of English in particular. In line with EFL learning achievement the use of mother tongue can be helpful.

Keywords: LAD, Mother tongue, EFL teaching

1   INTRODUCTION

Current development of English Language Teaching (ELT) still places Communicative Approach (CA) as the state of the art of English as Foreign Language (EFL) learning in Indonesia. English, as one out of the six International languages officially used in United Nations, has been considered the greatest in numbers in terms speakers, and it is official and language of instruction in most part of the countries in the world–wide. In Indonesia the status of English is still a foreign language. However, the ELT in Indonesia gains serious attention and it is taught almost in all levels of education. Play group is of no

exception. Many different methods have been tried in practice but CA is the most comprehensively applied. The teaching of English through English characterizes this method of teaching. It is obvious that the end of ELT and EFL learning is that the students are able to perform their English proficiency. But this is not the case; Students' English to use Chomsky's words, linguistic performance, is poor (Chomsky, 2015). And the claim that students' learning achievement on English subject is very low, if not the lowest. Realizing this condition, Questions might be posed, how is the process in the class–room setting going on? And why this happens? Such questions need urgent solutions. Answers to these and other related questions have been the purposes of this study. From linguistic stand point, English is Indo-European language family. While students in Indonesia, prior to EFL learning, have acquired their local languages and learned some Indonesian (Warta, 2014) which are of different origin. Indonesian and hundreds of indigenous languages are the languages of Austronesia Group. The diversity of the two language family groups, in terms of grammar and sound systems, leads to difficulty for EFL learners in Indonesia. The claim that students' linguistic competence and performance cannot be considered accurate and appropriate is very often heard and addressed to EFL learners. In other words, students' language production is not acceptable and illegible (Chomsky, 2015). This is all because of the acquisition of their mother tongue. Students were born with their mother tongue. The claim that the use of mother tongue in the class–room is the trigger of students' disability to speak fluently does not prove true. The truth is the reverse. Language acquisition device has comprehensively and profoundly explained the issue (Chomsky, 2015).

2   METHOD

This study was a small scale research conducted in the class–room setting, Graduate Program, IKIP Mataram 2015. The study was not designed for experimental but, rather it was an exploratory in characteristics. No treatments were given to participants of the research. In that it tried to explore the issues in depth and looked at their meaningfulness in the context of EFL learning in Indonesia. Ten students from School of Graduate Program, IKIP Mataram, were interviewed. They were mature students and were teachers of English at both private and public schools at Mataram city. Their professionalism as being EFL teachers was considered of great assistance in providing the researcher a detail and comprehensive information on how the ELT and EFL learning actually took place. As they were source of data their speech and utterances were recorded and transcribed. This transcription became qualitative data of the research. Analysis on these qualitative data was carried out on the basis of content Analysis. Interpretation and discussion on the findings resulted conclusion. Finally, from results and discussion, conclusions and suggestions were derived.

3   FINDINGS

The analysis of qualitative data took several steps. Upon completion, the recorded data continued to transcription of data. Transcription of data was carefully sorted out according to aims of analysis. Following data analysis, data display and presentation were performed. Data presentation in tables was of help for the researcher in some ways. In the first place, it helped organize the data questions posed in the research; secondly, data display easily indicate whether it was in line with questions addressed to the participants of the study; and finally, data display helped the researcher better to make data reduction. Due to technical reason, data display does not appear in the body text.

In the lines that follow, analysis and interpretation of the qualitative information result: **(1)**. Teaching profession is challenging. **(2)** Teachers of English encounter a great many of problems; **(3)** Teachers are not well paid; **(4)** Some are certified and better paid, but the demand from school principle is too high; **(5)** Students do not show their interests in English; **(6)** Students' English performance is terrible, **(7)** Teaching English to non-native speakers is difficult and full of challenges; **(8)** Students' English has been the real problem; **(9)** Students do not speak English; **(10)** Students' performance in English is serious problem. The use of methods and the reason why things as such happen, however, is not clear. To summarize, most teachers (99%) love their teaching profession, and few do not like teaching for various reasons. The problems are especially concerned with students' English performance. They (students) do not speak English, even if they do, their English is not English. And it is clear that mother tongue, students' ancestor languages are of no concerns. They are ignored in the context of ELT and EFL learning. It is probably save to say that local languages are put aside and do not have a place, space and time in the class–room activities, in particular, English class.

Analysis and interpretation of information concerning the application of certain method of teaching and how such particular method works and why, result **(1)**the use of mother tongue is not significant, the activities are mostly in English (80%); teachers want their students to speak English. The fact they (students) do not speak English. Even if they do, their English is hard to understand; **(2)** The class is all in English. English is used (85%), only (5%) uses local languages, and Indonesian is used (10%). This indicates that mother tongue is considered less importance; **(3)** Mother tongue is used only (5%), Indonesian is the second mostly used in the class activities (10%) and English is used (80%), meaning that although teacher uses mixed methods but the use of mother tongue in class–room English is ignored; **(4)** The use of bilingualism characterizes the English class, teacher uses (90%) English in teaching the students English, only (10%) Indonesian is in use. Mother tongue is totally of no use; **(5)** English is used (95%) and Indonesian is used only (10%). Mother tongue is of no use in the class–room process; **(6)** Mother tongue is totally ignored in the class–room (0%), two languages are used, that is Indonesian (5%) and English is used mostly in the class (95%); **(7)** This class uses (96%) English, (4%) Indonesian, and mother tongue is not at all used; **(8)** In this class two languages are used as language of instruction, the first is English (96%) and the rest is Indonesian (4%); **(9)** English and some Indonesian characterize this English class, English is used mostly in the class (95%), while Indonesian (5%) is of no significance, and mother tongue is absolutely ignored in the class –room activities; **(10)** Mother tongue in the class is not at all used (0%), and Indonesian is used only (5%), English on the other hand is used mostly during the class, that is (95%). Briefly, to summarize, the use of English–English in ELT and EFL learning does not guarantee that our students speak the target language. The fact that most students, if not all, does not show better English performance. Again, this reality raises a very fundamental question, why? Chomsky's LAD theory will answer this basic question in discussion.

4   DISCUSSION

This study explored the position of mother tongue in the context of ELT and EFL learning in Indonesia. Issues on ELT and EFL were also the concerns of the study. The focus was on local language and foreign language teaching. Based on the information collected from subjects of the study, ten students from Graduate Program, PPs–IKIP Mataram, and critical analysis and review of overall research, I found out some points that follow.

(1) Experienced teachers claimed that most students, if not all, did not perform good English. They did not, to use Chomsky's words, have linguistic performance. Even if they spoke, they did not speak English in the sense that their English was not English, because it was illegible. Their English was not in line with the systems of grammar and sound of English. Indonesian learners had previously acquired and learned their mother tongue and Indonesian. Indonesian and local languages in the country were linguistically different from English. The first two mentioned were Austronesia Language Family Group, while the last belonged to Indo–European Language Family. Cultural diversity, linguistic differences, and language origin had been claimed to have serious implication in language learning. Linton (2012), for example argued that *"Non–Native speakers of English learners encountered certain serious difficulties to learn English because the two languages are nowhere close each other in grammatical system, linguistic components, idioms and phrases, oral expression as well as different socio–cultural background in which the languages originated"* (2012: 135); **(2)** Students were born with their mother tongue. Their linguistic systems were innate though they were limited. But with these limited rules they were able to produce unlimited numbers of expressions. Their language production was unlimited (Chomsky, 2015). Being born with their mother language their habit, tradition, local environment, custom, and culture became innate too. In other words, they had their characters of their ancestors (Warta, 2014; Chomsky, 2012). Concerning language production, Chomsky (2015) pointed out: *"We acquired language only once which was stored in our left hemisphere; no other language is possible in the possession of the first language"* (Chomsky, 2015, 2011, 2012; Kavaliauskienė, 2009). Chomsky's credo on language acquisition should be given special attention. In the context of learning non–native or second language his theory of LAD is very crucial. Because the theory has its implication on how language is processed and produced in the brain of human being. Studies on relation of language and the brain indicate that human brain, especially the left hemisphere has already been a slot for the first language process and production. This means that the production of new or other languages will never be equal to that of native language (Meyer, L. and Alvarado, B. M. Eds. 2010). By the same token, it is saved to say that our students' English performance will never be exactly like that of the native speakers English. The claim that students' English is poor, they do not speak English is naturally speaking a common sense.

(3) It is also found out that all subjects of the research proposed students' English performance as being poor. This is real, not fiction. Our students are not able to perform better English; it is the fact. Their long experience of learning the language does not guarantee they speak the target language like that of the native speakers. Research investigation, theories of language, and other related disciplines suggest that human beings are a part from being universal, unique. These uniqueness and universality are not restricted only on linguistics; but they include all aspects of human lives (Bowers, 2009; Nation, 2012). Chomsky's (2015) discussion on linguistics has been considered of highly significant. And the contribution of his most popular concepts, universal grammar, to language teaching is of no doubt. Further he says, *"Every normal born being has the capacity to learn, not to acquire, other languages"* (Chomsky, 2015). According to Chomsky (2015) all languages share something in common. Indo–European languages recognize both vowels and consonants, thus they have the structures on the level of phonemes, the smallest units of linguistic analysis. On the other hand, phonemic analysis, morphemic, and syntactic structures are common in Austronesia Family Group. In the context of language learning the concept universal grammar is of assistance for linguists to understand how the systems of language work. And finally, It will be of help for language learner to know the grammar under study.

(4) In addition, we also found out that teaching FL is challenging. Most of the teachers, if not all, proposed that ELT is difficult. They have tried to do their best the results however, is disappointed. Students' learning achievements is far from being satisfied. They perform very badly. This problem of students' language performance requires some kind of reflection. Upon reflection, we are led to refer to the concept of Chomsky's linguistic uniqueness. According to this credo, human language is different in some ways. Cultural diversity has been considered the most important. The second most crucial uniqueness is that of linguistic differences. The linguistic diversity includes all levels of linguistic structure. Teachers of language are expected to identify the area of differences of the target language. There are many resources available. Publications on linguistics are not difficult to access. If, and only if we are able to see the diversity of the language then we are able to help students to be better language learners. It is very possible to be good at grammar. Accuracy is possible. In other words, students' English might be acceptable from the stand point of grammaticality. Impossibility is, however, on the fluency. Speech production is unique to human language.

(5) The findings of the study reveal that the use of English–English in class–room English does not bring good results. Teachers claim that students do not speak English proved true. They complaint with the condition of learning, and all claims are addressed to students performance. We may be idealist, but being realistic is a must in such situation. To be is to be perceived. This is a good lesson to learn for all of us; teacher is of no exception. It is of no use to expect students to speak English–English. To be native speakers of English is impossible; what is possible is to be closed to the standard of English. Ideally, there is a balance between linguistic competence and performance, but this is hard, if not impossible, for students have already acquired their first languages; secondly, English has been and will be forever a foreign language in the country.

(6) The research findings also demonstrate the absence of mother tongue in English learning. "No, I don't use mother tongue in teaching English to students in the class–room setting". This statement proposed by teachers (99%) who use only English in English class. They reason that they are dealing with English subject and their objective is to help the students speak the target language. Speaking the language does not mean that students are involved only on oral; it includes understanding the language. This is true because language is universally understood as a system. It is not a single system, but rather a system of sound and grammar. (http://creativecommons.org/licenses/by-nc-sa/3.0/)

(7) The research analysis, further, finds out the fact that the use of English–English has not been of assistance in English class. This implies that the use of mother tongue can be an alternative. In the context of language accuracy the application of students' language is helpful. Linguistic theory provides a comprehensive and profound explanation on the importance of students' language to other language learning. It should be noted that the term learning is used to second or foreign language; while acquisition is to mother tongue. Thus, we make a distinction between language learning and language acquisition. Acquisition is to spoken or fluency; and learning is to written or accuracy. It is, therefore, the use of mother tongue in language teaching is a must provided that language is not only a system of sound, but also a system of grammar. There are semantic aspects of language. Teaching meaning is not easy. Meaning is not purely linguistic context but also non–linguistic context. Theory of semantics is helpful. However, we have great difficulty in finding out the meaning of a single word. In particular, if it is concerning with cultural semantics. Theory of semantics is not able to explain. In this case, we have to put mother tongue into practice. Briefly, mother tongue should be essential part in ELT.

(8) The following ideas are worth considering; English divers from students' language, English belongs to that group of Indo–European languages, while Indonesian and hundreds local languages are parts and members of Austronesia family; secondly, teachers of English should be familiar and familiarize themselves, with the concepts linguistics, especially those of universality and uniqueness; third, learning a language and acquiring language should be clearly distinguished, or misunderstanding may happen; and finally, teachers of English should be equipped with other disciplines. Supporting disciples such as linguistics and the study of Language and Mind are of highly needed. Language is constantly in the state of changing. Theory of language also developed. Teachers as users should constantly keep in touch with new development of linguistic theory. By so doing, the problem encountered can be explained. It is not enough to know only *how* to teach; *what* to teach is even more important. Only when we have what to teach that is knowledge, that the learning will take place. Material development then becomes crucial and primary. Very often, teachers of English end their teaching by saying, "well, the materials is finished, we have to stop the class". This is not true. The truth is we are not knowledgeable enough.

5   CONCLUSIONS AND SUGGESTIONS

The present study offers some important recommendations to teachers and students. Language is rule–governed behavior; teachers should deal therefore, with the rules of speaking and the rule of grammar; Language is both unique and universal; students should be taught not only those which are similar, but also the diversity of the language; culture is embedded in language therefore, cultural diversity should be considered. Indigenous culture is unique, and because culture is embedded in the language, local languages in the context of English classes should be introduced as a method of teaching.

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ACTIVATE STUDENTS' PRIOR KNOWLEDGE IN WRITING BY IMPLEMENTINGSANDWICH GRAPHIC ORGANIZER

Sri Lestari

lestari_sriwibowo@yahoo.co.id

IKIP PGRI Madiun

ABSTRACT

Sandwich graphic organizer is a media to help students in writing essay. This media used to help students in process of prewriting, especially outlining in brainstorming students' idea or in activating students' prior knowledge(Mc Knight 2010: 1). This research is aimed at finding out whether: (1) using sandwich graphic organizer can activate students' prior knowledge and improved students' ability in writing essay, (2) To find out how sandwich graphic organizer should be applied in writing class.The research was conducted in IKIP PGRI Madiun. The population was the second semester students of English Department IKIP PGRI Madiun. The research belongs to classroom action research conducted in two cycles. The quantitative data were obtained from writing assessments, while the qualitative data were collected by conducting observation, and interview. The quantitative data were then analyzed by employing descriptive statistic, while the qualitative data were analyzed by using constant comparative method. The findings can be concluded that (1) the implementation of sandwich graphic organizer is succesfully enhance students ability in writing (2) the lecturer give clear explanation how to use sandwich graphic organizer then give chance for students to write their outline on that graphic.Using sandwich graphic organizer as the media of teaching is recommended to build students' enthusiasm in learning English, particularly to enhance their writing ability.

Keywords: essay writing, sandwich graphic organizer, classroom action research

1   INTRODUCTION

In writing class, we not only focus on product of students, but also teaching learning process itself. In the process of teaching writing, teacher does some stages to achieve the goal in writing skill that should be employed when writing. According to Richard (2001: 21) some stages that are used in process of writing are: planning, drafting, revising and editing and how to give peer feedback. Harmer (2004: 227) says that in process of writing, there are some stages: pre writing phases, editing, redrafting, and publishing the work. Prewriting, drafting, revising, and editing are process of writing (Brown, 2000: 348). The most important in writing class is how to start to write, and it will influence their fluency in writing their idea.

In prewriting stage prior knowledge is so powerful because the only way you learn new information is by connecting it to existing information. By activating prior knowledge, it will help students to outline their ideawell and write fluently. A person with more prior knowledge is able to comprehend better than a person with less (Johnston, 1984). According to Campbell (2008:7) students, of any age, bring beliefs and life and

academic experiences to the classroomthat influence what and how they learn. At times, such prior knowledge facilitates learning by creating mental hooks that serve to anchor instructionalconcepts. Conversely, the acquisition of new content can be thwarted if it conflicts with students' preexisting misinformation. As a result, the role of prior knowledge in learning is paradoxical: it can lead to success and failure inthe classroom. Consequently, teachers and students alike can benefit from takingtime before instruction to identify what is known or, more accurately,believed to be known about a topic.

Using sandwich graphic organizer can help students in prewriting stage. Sandwich graphic organizer is media to plan idea, and content, so they can connect between fact and information to develop the idea. According to Mc. Knight (2010: 1), using sandwich graphic organizer is important and effective to organize the idea and facilitate students to search new information. Steps in making outline by using sandwich graphic organizer, are: (1) prewriting is a process in brainstorming idea, by doing: listing or clustering (Brown, 2000: 348). (2) making outlining by using sandwich graphic organizer, (3) drafting or writing their paragraph based on their outline in sandwich, (4) Responding or editing the paragraph , (5) revising their paragraph, (6) evaluating or checking their paragraph

The purpose of this research was to find out whether sandwich graphic organizer can help students in activating their prior knowledge in the process of writing.

2 METHOD

Design of this research is classroom action research. There are some steps in each cycle: planning, action, observation, and reflection. The population of this research is second semester students of English Department that consist of four classes. This research was done from December 2013 till 2014.Technique in collecting the data, are: observation, interview, and test of writing paragraph. While in analyzing the data, for qualitative data used Constant Comparative Method that suggested by Strauss and Glaser in Lincoln and Guba (1985: 339) they are; (1) compare each category by giving coding to compare after cycle one and two. The researcher categorized all the research data by dividing it with (a) abilities of students in writing, (b) and situation in the classroom. (2) collect all the categories. For quantitative data used descriptive statistic by count lower, average, and higher score in cycle one and two

3 FINDING AND DISCUSSIONS

3.1 The first Cycle

The first cycle is divided into two; planning, action, observation, and reflection. Based on the observation and the result of interview , the researcher concluded some strengthen and weaknesses of using sandwich graphic organizer in teaching writing. Some strengthen of using sandwich graphic organizer in teaching writing are: (1) students were active in following the stages of process writing, they can work both individually and in group, (2) situation of class was not monotonous, (3) that media can help students in brainstorming their idea before writing and can activate prior knowledge of students, (3) then the score of students' writing improve from 63 in pretest and 75 in posttest 1. The complete result can be seen in table below.

Tabel 4.1Achievement data of writing score in cycle 1

No	Indicator	Average score of pretest	Average score of cycle 1	Maximum score
1.	Students can brainstorm their idea and write quality content	18	22	30
2.	Students can write paragraph by organizing the right organization	13	15	20
3.	Students can write paragraph by using appropriate grammar	15	18	25
4.	Students can choose appropriate mechanics in their sentences	2	3	5
5.	Students can choose appropriate vocabulary	12	15	20
	Total	60	73	100

3.2 Second Cycle

Second cycle is divided into four steps: planning, acting, observing, and reflecting. Based on the the observation and reflection from the cycle 1, lecturer did some actions to make students easier in writing and could produce writing well. The writing score of students improved and better than score in cycle 1 that can be seen in table below:

Table 4.2Improvement writing competence in cycle 2

No	Indicator	Average score in pretest	Average score in posttest 1	Average score in posttest 2	Maximum score
1.	Students can brainstorm their idea and write quality content	18	22	24	30
2.	Students can write paragraph by organizing the right organization	13	15	18	20
3.	Students can write paragraph by using appropriate grammar	15	18	20	25
4.	Students can choose appropriate mechanics in their sentences	2	3	5	5
5.	Students can choose appropriate vocabulary	12	15	17	20
	Total	60	73	84	100

In contrast, the weaknesses of using sandwich graphic organizer in teaching writing are:

(a)   In prewriting stage, students felt difficulty in brainstorming their idea, even though they have searched the sources by reading article, but they had still difficulty in developing their idea. Then, in making outlining by using sandwich graphic organizer, some students were still confused to put their idea in sandwich design.

(b)   In drafting stage, some students were false in choosing right grammatical in their sentences, and they had difficulty in choosing appropriate grammar and mechanical.

(c)   In responding stage, the students exchanged their writing to their peer. Some students were still not confident to give respond to their peer's writing because they did not understand well about content and grammatical.

(d)   In revising stage, student could revise their writing especially in grammar and mechanic. While in content of writing, they could not revise maximal.

(e)   In evaluating stage, the students and lecturer need much time to evaluate , but the time just on the class, so it needs additional time.

4   DISCUSSION

4.1   Using Sandwich Graphic Organizer can Improve Students' Ability in Writing

The implementation of using sandwich graphic organizer in teaching and learning writing can improve students' confident, motivation, and creativity. The students can cooperate, they do not only learn from lecturer, but also fromtheir friends. Next, by using sandwich graphic organizer students can write exposition text better especially for creating good content, good organization, appropriate vocabulary, grammatical, and mechanical. It happens because by using sandwich can help them in brainstorming their idea, so it will make easier them in writing process. The achievement of students writing can be seen in below table.

Table 4.5. Comparison of students' competence in writing before and after action in using sandwich graphic organizer

Indicator	Pre- action	Post action (cycle 2)
	Students' competence before action	Students' competence after action (cycle 2)
Logical development of ideas: content	Ideas incomplete, essay does not reflect careful thinking or was hurriedly written;inadequate effort in area of content	Essay adresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
Organization: introduction, body, and conclusion	Shaky or minimally recognizeable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of

	illogical; inadequate effort at organization	material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete
grammar	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing, no fragments or run-on sentences
Punctuation, spelling, and mechanics	Serious problems with format of paper; parts of essay non legible;errors in sentence punctuation and final punctuation;unacceptable to educated readers	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat
Style and quality of expression (vocabulary)	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Precise vocabulary usage;use of parallel structures; concise; register good

4.2 Strengthen and weaknesses of using Sandwich Graphic Organizer

(a)   Strengthen

- It helps students in making outline.
- It helps students in brainstorming idea.
- It encourages students to read article because writing cannot separate with reading. activities

(b)   Weaknesses

- It needs much time, because there is a reading stage for activating students' prior knowledge
- Some students sometime feel difficulty with design of sandwich

5   CONCLUSIONS AND SUGGESTIONS

Based on the result of research related with using sandwich graphic organizer in writing paragrah in cycle 1 and cycle 2, researcher got some conclusions: (1) students were active in taking participations in class writing, both in writing and editing process; (2) when students made design of sandwich graphic organizer and filling that sandwich with appropriate organizations, they can discuss with their team related with grammar, vocabulary, mechanics, and content. By following this activities, their competence

improved, (3) researcher also observed that students interested and enthusiastic in following teaching learning process because when they start to write, they will read article first that related with the topic of writing. It added students knowledge and activated students' prior knowledge. By using sandwich, students score improved from 60 to 79 in cycle 2.

Based on the research findings, the writer would like to propose some suggestions as follows: (1) For the lecturers. Teachers can use sandwich graphic organizer as one of the ways to improve the students' writing skill.; (2) For students. The students should realize that they have important roles in teaching-learning process. That is why the students should be more active in order to improve their writing ability, and by using caraousel brainstorm technique, students can develop their ability.; (3) For future researchers. Other researchers can use this result of the study as the starting point to continue the research with different students' condition.

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STUDENTS' NEEDS OF ENGLISH WRITING MATERIALAT FPBS IKIP MATARAM

Dedi Sumarsono
Abdul Kadir Bagis
Moh Arsyad Arrafii
IKIP Mataram

ABSTRACT

This research, which is categorized into Research and Development, is aimed at developing English writing material based on the students' needs at FPBS IKIP Mataram. The main purposes of this research are (1) to identify English writing materials needed by students, 2) to evaluate English writing materials used, 3) to develop English writing material based on students' needs. To achieve these purposes, some methods of collecting data have been involved including classroom observation, questionnaire and document analysis. Through observing classroom teaching and learning and document analysis, researchers identify whether the materials suit students' needs. The questionnaire explores students' opinions about the current English materials used in the classroom and discovers students' needs in relation to English writing materials. After analyzing data from questionnaire, some students were interviewed for data triangulation and experts' judgments were used to validate the results of the questionnaire and interview. For data analysis, descriptive analysis differentiates text books/materials which meet students' need from those that do not and present students' needs of learning writing. The preliminary results of the research indicate that many writing materials used do not address students' needs which cover target needs, level of proficiency and learning needs. The results also indicate that writing material should meet students' interest, accommodate students' writing proficiency level, focus on the academic writing, address tourism related topics, provide various learning activities, and is preceded by a discussion of writing theory that scaffolds practice.

Keywords: Students' Need, Writing Material, FPBS IKIP Mataram

1 INTRODUCTION

Teaching material is one of the most important aspects of teaching and learning. Good teaching material is informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language), and exploratory (helping the learner to make discoveries about the language). As different learners learn in different ways, the ideal materials aim to provide all these ways of acquiring a language for the learners to experience. However, the reality is that most commercially produced materials focus on informing their users about language features and on guiding them to practice these features. Richard (2001: 251) comments that 'instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the

classroom'. For this reason, in order to achieve intended characteristics, teaching materials should be well developed, considering the context and the needs of the users.

Materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation design, production, exploitation and research. Ideally, all of these processes should be given consideration and should interact in the making of language-learning materials. In the context of English language teaching in higher education, these processes are seemed to be neglected. Based on the researchers observation of writing English materials taught in FPBS IKIP Mataram, teaching materials used sometimes are inappropriate with the students' needs and context. The writing English materials used also sometimes are not authentic and not relevant with the students' needs even though they have already based syllabus. Besides that, the levels of English materials are not suitable for learners. Very often, the materials are too easy for particular group of students, while others are too difficult for the students. This condition causes students get bored to study and lazy to follow the lesson because they are confused what they are studying and why they are studying the materials for. In addition, in the classroom, during the teaching and learning process, students sometimes prefer talking with their friend instead of listening to their lecturers, sitting at the back row while operating their mobile phone, reminding the lecturers about the time is over, coming late with many excuses, etc. Moreover, many students take the course just because they want to get the score as the requirement of the graduation and not because of the materials or the subjects which are important for them. Little materials, which are enganging, interesting and student-need based, have been developed, especially in the context of FPBS IKIP Mataram.

Dealing with the explanation above, students' need-based writing English teaching materials need to be developed in order they meet the needs for both lecturers and students. The more need-based materials can attract the students' motivation and interest to study. Therefore, this research is intended to identify "The Needs of students of FPBS IKIP Mataram on English writing material

2   METHOD

This research is part of Research and Development, which is aimed at developing English writing material based on the students' needs at FPBS IKIP Mataram. The research is sample survey study because it studies only a portion of the population. The population of the study was the second semester students of FPBS IKIP Mataram in the academic year 2014/2104. The sample of the study was 100 students. The instrument used in gathering the data was questionnaire which was given to a group of people assembled at a certain place for a specific purpose. The questionnaire consists of 15 items that presented the theoretical based-students' need in writing. The constructs in the questionnaires are: 1) the students' writing level; 2) the sub skills of writing have or not been mastered by the students; 3) the strategy of writing; 4) the writing material helping the students in writing; 5) the genre of writing; 6) the length of the students' writing; 7) The topic of writing; 8) the theories of writing; 9) the activity in writing; 10) the benefit of writing; 11) the assessment of writing; 12) the duration of the in writing paragraph; 13) the technique used in the classroom; 14) other material; and 15) the writing material prepared.

The data was analyzed through descriptive statistics to know the students' need. The needs analysis data were described systematically to increase understanding of them and to present what has been discovered to others. The collected data were identified, categorized, and analyzed based on the components of tasks. This research also used the

qualitative analysis for the open-ended experts' judgment questionnaire and the open-ended try-outs questionnaire. Besides, the qualitative data were obtained from the interviews and the observations. The qualitative data were intended to supplement, validate, and reinterpret the data gained from the questionnaires. The result of the classroom observation was written as field notes. The interviews were recorded and then transcribed. After the data were collected they were analyzed following the model of qualitative data analysis proposed by Creswell (2003: 191-195): organize and prepare the data for analysis, read through all the data, begin detailed analysis with a decoding process, use the decoding process to generate a description of setting or people as well as categories or theme for analysis, advance how the description and themes will be represented, making an interpretation or meaning of the data.

3 RESULTS

3.1 Target Needs on Writing

A hundred students of the second semester students of FPBS IKIP Mataram, which were randomly chosen from 6 classes, participated in the current research. The instrument used was the questionnaire of students' needs in learning writing skill. The questionnaire found two key findings, including the description of learning targets and students' writing learning needs. Target need refers to what the learners need to know in order to function in the target situation, what they already know and what they want to know. The target needs analysis includes the goal and the students' proficiency level: Students reported that their ability to write in English is various. Among student sample, 41% of the students claimed that they were able to use appropriate vocabulary in writing sentence, 13 percent of the students were able to use appropriate vocabulary in writing paragraph, 11 percent of the students were able to use appropriate vocabulary in writing Essay. In terms of writing a paragraph, small proportion of students (7% and 8%) reported that they were able to use good grammar in writing sentence and in writing essay, respectively. However, it is a surprising finding that a quarter of student samples were able to use good grammar in writing paragraph. Meanwhile, in area of punctuation, the majority of student sample are still struggling to use punctuation appropriately in writing either in sentence, paragraph or essay. Further, the current study suggests that although there is 6 percent of the students is able use cohesive devices in writing paragraph, students are unable to use generic structure in writing sentence, paragraph or essay. It is not surprisingly that most students reported to have goal to master and to improve their mastery level for these sub-skills in writing.

The current study also indicates that students employ various strategies for learning writing, including converting numbers into writing, picture-cued task, grammar focus writing task, words or sentences arrangement, answering provided questions, making conclusion with own words, answering questions based on learning material. In terms of mastery level of these learning strategies, the proportion of students who reported to have mastered those strategies and those who have not is relatively equal. In addition, most students are willing to improve these strategies for learning writing. Interestingly, most students claimed to have an elementary level of writing skill with the proportion of 81%. While 18 % of the students reported that their writing proficiency was in the intermediate level, 1 % of the students are in the level of advanced.

3.2   Students' Learning Needs

Learning needs refer to what the learners needed to do in order to learn. It concerns with the methods and activities in learning process. This phase presents about material, genre of writing, the length of writing, topics, theories of writing, the activity in learning, the assessment, duration in writing paragraph, and technique used by the lecturer.In learning writing, the students' need material or the topic that meet their interest. From the finding, it shows that 47 % of the students prefer the material or the topic presented using picture, 53 % of the students prefer the material presented with the step by step instruction. Meanwhile, in learning writing, genre is very important to be mastered by the students. Based on the findings, it was found that 78 % of the students prefer academic writing, 18 % of the students prefer personal writing, and 4 of the students prefer other genre. It is reported that 76 % of the students were able to compose 100 words or two paragraphs in writing, 20 % of the students were able to compose 150 words or three paragraphs, and 4 % of the students were able to compose 200 words or four paragraphs.

Students' need of the topic in learning writing is the topic related to tourism. Among a hundred samples, 70 per cent of them wish tourism as the main topic of learning writing. Other topics such as arts, sport and education with the proportion of 32 per cent, 25 percent and 27 percent, respectively are interesting for student. All respondents claim that they need to study the theory of writing before having the writing practice. 60 % of the students prefer the group work activity in learning writing, 19 % of the students prefer work in pair activity in learning writing, 15 % of the students prefer working individual activity in learning writing, 5 % of the students prefer in-class activities in learning writing, and 1 % of the students prefer outside-class activities in learning writing.Other needs of students in learning writing include the way assessment is conducted. There are 38 students response that they want to be given chance to check their own work, 15 students checking by their friend, 91 students prefer being assessed by the lecture. In response to students' ability and time length to compose a paragraph, 15 students reported that they can finish writing a paragraph within less than 15 minutes, 43 students are able to completed for 30 minutes, 24 students for 45 minutes, 24 students for 60 minutes and 34 students need more than 60 minutes, respectively

4   DISCUSSION

The research findings that have been described above show interesting features of students' needs at FPBS IKIP Mataram. It was found that the writing proficiency of most students the second semester is elementary level which according to Brown (2001) is the level where students are able to produce appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of sentence. It is rather awkward finding since students in Indonesia have been learning English as compulsory subject in secondary school level. Considering the length of learning English, it is not excessive to expect that the second semester of English department students should have higher level of English proficiency. However, considering that students recruitment at English department is in absence of placement test which may group students into their proficiency level, mix level of students' ability in writing English sentence exist in the classroom.

Another interesting finding is that many students are interested in learning English writing using picture as media and picture-cued task as a strategy for writing tasks. It makes sense that since they are in elementary level, they need to be guided by the simple and easy media to enable them finishing writing tasks. Many researches provide evidence of the beneficial effect of using pictures as media for writing task since it is

interesting for students and makes learning fun. In addition, students are also interested in the topic which is related to tourism. It has been anticipated that students will select the tourism topic is major topic for their writing tasks. This phenomenon relates to the fact that Lombok is Tourism Island which is visited by many local and international tourists. Tourism is part of live of people in Lombok.

5   CONCLUSION

The proficiency level of FPBS students in writing is elementary. In this level, students are able to use word and grammar for making a good sentence. Brown (2001) claim that students in elementary level are able to produce appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of sentence. Therefore students need to develop their knowledge of all aspects and indicators of writing for writing sentence and even paragraph. In addition, students need to be provided with various learning strategy to increase their learning motivation and it is found that using picture and step by step instruction are the claimed needs of students in writing sentence. Most students prefer to have tourism as the topic of their writing it is due to the fact that Lombok is the tourist destination.

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BOOSTING SPEAKING SKILLS THROUGH BOARD GAMESFOR THE 2ND SEMESTER STUDENTS OF ADI BUANA UNIVERSITY SURABAYA

Nukmatus Syahria
mamaafran@gmail.com

Ferra Dian Andanty
ferradian@gmail.com

University of PGRI Adi Buana Surabaya, Indonesia

Abstract

Teaching is not an easy matter to do, especially teaching Speaking. There are some hindrances which may appear during the teaching and learning activities. Some of the hindrances are the students' motivation which is very low and the students' fear toward the Speaking course. Most of the students, especially in the university where writers work, are feeling inferior and tense during the Speaking class. According to them, they were afraid because they had limited vocabulary, low ability in pronouncing the words, as well as having gloss phobia (the fear of speaking in front of the public). Those were having gloss phobia are almost could not produce any words during the Speaking course. This kind of situation motivated the writers to find the way out to the students' speaking problem through games which was considered having amusing, fun concept of learning and the students could have meaningful practice of language, as Ersoz (2000) stated "Games are highly motivating since they give students a break and the same time allow them to practice language skills". The writers adopted one of the fun games in teaching Speaking, which was using board game since this game gave students challenge to speak through the questions given and it was designed with the theme which was familiar with the students. It was similar to the game of a snake and ladder. This study involved qualitative study with the sample of the second semester of under-graduate students of University of Adi Buana Surabaya. This study was conducted for 4 months and the data was taken from the pre-test and post test, interview, taking pictures, and video taping. The results of the study showed that board game is not only a fun way of learning but also helps the students to overcome their fear in the Speaking course while simultaneously improves their vocabulary, grammar and pronunciation.

Keywords: board games, promote, speaking skills.

1   INTRODUCTION

Speaking is known to be one of the skills which are needed to be mastered by the EFL students. In Speaking, we are not only uttering a word but also conveying the meaning. Skehan (1998) noted that non-native speakers believe that speaking in the target language is one of the most demanding and crucial tasks in their everyday life. Moreover, Edge (1993) claimed that even highly proficient language learners are not satisfied with their speaking skills and are looking for chances to improve their speaking ability. From this point of view, the writers concluded that there is a crucial need to conduct research in this area.

Most of the students, especially those who are just entering English Department were having a difficulty in the Speaking subject. Most of them were shy and even speechless when the lecturers were asking them to speak up. They also had a low motivation in practicing to speak English with their friends even though the lecturers had already motivated them. As a result, they had a difficulty in expressing their thought during the Speaking subject. This phenomenon made the writers concerned to this situation therefore they tried to apply board games in the Speaking class. Teaching speaking using games is believed as one of fun and effective ways to promote Speaking skill and self-confidence among the students.

2   METHODOLOGY

This study focused on the practice of board games for teaching Speaking to the university students of the second semester. The objectives of the study were to find out whether the board games can promote the speaking skills of the university students or not and to describe the students' speaking ability before and after the application of board games. This research was a qualitative study. The writers used purposive sampling to decide Class A of 2014 as subject because most of the students in that class have low skills in the Speaking subject compared to the other classes. It can be known from the result of their pre-test. For collecting data, the writers used questionnaire, pre-test and post test, as well as video taping and picture taking. The results of the video taping and picture taking were designed to collect the data which was needed to answer the first research question namely how is the implementation of board games in Speaking class. The result of the questionnaire as well as pre- test and post test were designed to answer the second research questions namely how is the students' speaking ability after the application of board games.

2.1   The importance of teaching Speaking using board games

Nunan (1991) stated that to teach Speaking is to teach learners to use the language quickly and confidently with few unnatural pauses, which is called as fluency. The most common problem in teaching Speaking that the educators may face is to make the students to be able to state their mind toward others without feeling afraid or shy. Most of the students are feel shy when they are asked to start the conversation and it demands the teacher to prompt them at all time. Even though, they have a lot of ideas in their mind but they feel reluctant to initiate the conversation and they sometime only speak a little word. If the educators let this situation happen continuously, then this will result on the students' improvement on their speaking skills.

There are many materials which can be used in teaching Speaking especially for the university students. Learning to speak by listening to a role model and repeating what does he or she said or asking the students to speak according to the given tenses may be disinteresting for them. Therefore, the lecturers must be able to adapt the suitable method,

approach and teaching materials for the students. The lecturers must also be able to choose an interesting media and create a joyful teaching and learning environment so that the students will have joy in learning Speaking and will enjoy the lesson. If the students feel joyful and excited during the lesson then they will have high motivation to learn and this can avoid the tense that may be appear during the process of teaching and learning of Speaking. In this case, the lecturers may apply the board games in the Speaking activity. Buckby (1994) noted that game is an activity that you do to have some fun. Board game can be used as an instrument that is used to attract the students' attention to follow the teaching and learning process because they do not feel that they are forced to learn. They also enable learners to get new experiences in learning the foreign language in more fun and interesting way. The board games are similar to the game of a snake and ladder. This board is made of a manila paper size 50x30 cm. It is played by at least three students in a group by rolling the dice and take turns to move around the boards. The writers asked the students to make their own board games. This will give more practice especially for the undergraduate students' of the teachers training faculty to make and to develop their own teaching materials and also to help them to be more creative. The questions were varying. They can create their own questions. The writers gave the clues to the students at the beginning and explained how to make the board games with many kinds of models and questions. This gameis a good media in practicing questioning and answering questions to each other.

2.2   Scope and limitation of the study

This study focused on finding the result of the application of board games toward the students' ability in Speaking. The limitation of the study was the second semester of undergraduate students of English Education Department of Adi Buana University Surabaya.

3   FINDINGS AND DISCUSSIONS

This research was conducted for 4 months of the even semester. It was done on the even semester because the subject of Speaking 1 was applied for the 2nd semester students in that semester. The treatment was especially given to class A 2014 because most of them were very inferior and quiet. They often avoid speaking to each other during the class and even when the lecturers talked to them or asked them to talk about something or to present something in front of the classroom. They can only speak a little word which is sometime meaningless and with some grammatical and pronunciation errors. After the writers gave the students the board games treatment, they began more relax and calm. It could be seen from their face that they were not nervous any longer. They could even do the questioning and answering parts in the board games naturally and without feeling forced to do it. Even though, they made few mistakes during the implementation of the board games but the lecturers directly corrected their mistakes by giving them the clue and asked them to correct their own mistakes. Sometime during the students making mistakes in the pronunciation or grammar; the other students directly corrected them without the lecturers correcting them first. This happened after the three times meeting of the board games application. The result of the implementation of board games, so far can be said it is good and succeeded because it helps the students very much to help overcome their fear of speaking in front of the public and reduce their tense. The students also gave good responses that were this board games was fun and enjoyable or interesting (see chart 1)

The students' speaking ability can be seen from the result of the questionnaire and the comparison score of their pre-test and post test. The result of the questionnaire which is distributed for the 34 undergraduate students of class A is formulated in a chart as it is described below;

Chart 1. Students Questionnaire
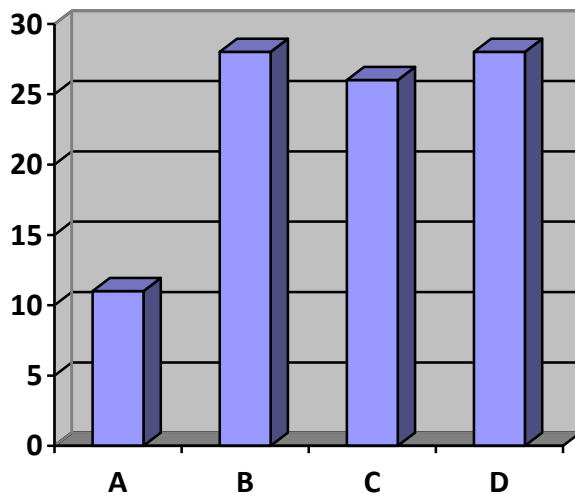
Notes:
A : Improve the students' confident
B : Improve the students' speaking skill
C : Improve the students' vocabulary, pronunciation, and grammar
D : A fun and interesting way to learn Speaking

As it is shown from the chart above, the writers assumed that board games are a fun and enjoyable way of learning how to speak English. There are 28 students who stated that board games are an interesting and fun way to learn Speaking. In addition, board games also help to improve their speaking skills. 11 students noted that board games help to build their confidence while 26 students pointed that board games help to improve their vocabulary, pronunciation, and grammar. From the questionnaire, it is also found that board games also have some difficulties in the implementation. The difficulties were varied, such as deciding the theme for the board games, preparing the questions in board games, as well as creating interesting board games which can attract the other students' attention.

Before the writers did the board games, the writers gave the pre-test to the students. It is aimed to know the speaking ability of the students before the board games are given. The writers also tested the students after they give board games to the students, in order to check the students' progress in their speaking skills. The result shows some significant changes on the Speaking score after the writers did the board games. Almost third quarter of the students in class A got a better score after the implementation of board games. Even though there are just a little change on the score of the student 6, 7, and 15. (see table below)

Table 1. Pre-test score of class A

No	NIM	Nama Mahasiswa	Nilai
1.	135390170	Student 1	71
2.	145300002	Student 2	75
3.	145300003	Student 3	64
4.	145300006	Student 4	78
5.	145300009	Student 5	76
6.	145300013	Student 6	75
7.	145300014	Student 7	67
8.	145300016	Student 8	76
9.	145300025	Student 9	70
10.	145300027	Student 10	72
11.	145300028	Student 11	75
12.	145300031	Student 12	70
13.	145300032	Student 13	71
14.	145300033	Student 14	69
15.	145300035	Student 15	68
16.	145300037	Student 16	72
17.	145300040	Student 17	67
18.	145300042	Student 18	75
19.	145300043	Student 19	76
20.	145300044	Student 20	69
21.	145300047	Student 21	72
22.	145300048	Student 22	74
23.	145300049	Student 23	77
24.	145300050	Student 24	70
25.	145300051	Student 25	71
26.	145300052	Student 26	72
27.	145300053	Student 27	73
28.	145300058	Student 28	65
29.	145300060	Student 29	70
30.	145300061	Student 30	73
31.	145300063	Student 31	70
32.	145300118	Student 32	74
33.	145300120	Student 33	74
34.	145300150	Student 34	73

Table 2. Post test score of class A

No	NIM	Nama Mahasiswa	Nilai
1.	135390170	Student 1	77
2.	145300002	Student 2	79
3.	145300003	Student 3	72
4.	145300006	Student 4	83
5.	145300009	Student 5	86
6.	145300013	Student 6	75
7.	145300014	Student 7	68
8.	145300016	Student 8	80

9.	145300025	Student 9	78	
10.	145300027	Student 10	80	
11.	145300028	Student 11	77	
12.	145300031	Student 12	78	
13.	145300032	Student 13	78	
14.	145300033	Student 14	77	
15.	145300035	Student 15	69	
16.	145300037	Student 16	72	
17.	145300040	Student 17	70	
18.	145300042	Student 18	79	
19.	145300043	Student 19	77	
20.	145300044	Student 20	75	
21.	145300047	Student 21	74	
22.	145300048	Student 22	81	
23.	145300049	Student 23	82	
24.	145300050	Student 24	82	
25.	145300051	Student 25	80	
26.	145300052	Student 26	78	
27.	145300053	Student 27	81	
28.	145300058	Student 28	71	
29.	145300060	Student 29	83	
30.	145300061	Student 30	79	
31.	145300063	Student 31	72	
32.	145300118	Student 32	82	
33.	145300120	Student 33	83	
34.	145300150	Student 34	78	

4   CONCLUSIONS AND SUGGESTIONS

The use of board games in thelanguage classroom is an effective, fun, and low-anxiety way for students to learn and practice the speaking skills as well as to develop their own communication strategies that can be readily applied to the real world (Shameem & Tickoo, 1999). Board games is one of the media which is not only can help to boost the students' confidence but also to build their creativity. At the same time, board games also help to improve the students' pronunciation, grammar, and vocabulary. There are numerous advantages that board games offer, such as helping to improve the students' speaking skills and it is also suitable to be applied to all level of language learners. Though board games are useful to increase the students' confidence and boosting the students' speaking abilities but the educators still must be aware of the application of the board games, the educators must be able to adjust the level of difficulty of the board games according to the level of the students.

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USING CORPORA TO DESIGN A RELIABLE TEST INSTRUMENT FOR ENGLISH PROFICIENCY ASSESSMENT

Faisal Mustafa

faisal.mustafa@unsyiah.ac.id

Syiah Kuala University

Banda Aceh, Aceh, Indonesia

Abstract

Designing a grammar test, among other tests, for classroom use requires much effort and the results need to be tested for reliability to ensure that it gives teachers the information they need about their students' achievement and to make sure students are fairly scored. However, the data shows that most of the tests given to students to measure their performance were not tested for their reliability. It seems that teachers, as well as lecturers, do not bother with the reliability test or do not have the knowledge or opportunity to conduct the test. Therefore, this paper presents a way to design a reliable test without having to test for its reliability by using corpora such as COCA and BNC. After designing two sets of TOEFL-like grammar test, the writer pilot tested for their reliability to prove that this way of designing a test was effective. Then, the results were compared with the reliability of TOEFL grammar designed by the ETS, the official TOEFL test designer. The analysis results showed that the reliability of designed tests was .85 and .88. The results of this comparison showed that the grammar tests designed by using a corpus was very similar to those designed by the ETS, i.e. .86, proving that the designed tests were reliable, thus did not require any reliability test. Therefore, it is recommended that teachers use a corpus in designing a grammar test when a reliability test is not considered as an option for obtaining a reliable test.

Keywords:*English proficiency assessment, grammar test, reliability test, corpus*

1 INTRODUCTION

A test is a part of teaching and learning process in all education levels. The results of the test are used to decide whether a student is recommended to upgrade to the next level. These results are recorded in either score reports or academic transcripts which will be used by prospect employers as a job recruitment document. Other types of tests, such as TOEFL and IELTS, may be used by scholarship providers in deciding to whom thousands of dollar scholarships are granted. These language standardised tests are designed by English language testing institutions which employ steps of test designing process proposed by Douglas (2014), Brown (2004), Shibliyev & Gilanlıoğlu (2009), and Alias (2005), i.e. conducting need analysis, deciding test task, deciding blueprint, developing test questions, reviewing, and conducting pilot testing. The pilot testing is followed by statistical analysis where each item is analysed for the level of difficulty and

above all reliability. Therefore, the results of the test are fair for everybody. However, in English language classroom, those steps are rarely applied. In designing this test, some procedures of test development are left out, including reliability test, which has been claimed to be one of the most determining steps in ensuring fairness of the test. Frisbie (1988, p. 29) revealed that the reliabilities of most standardised tests ranges between 0.85 and 0.95 while the average reliabilities for tests made by teachers are 0.50, failing to reach the minimum accepted test reliability for classroom use of 0.70 proposed by Wells & Wollack (2003, p. 5) and Douglas (2014, p. 107) or 0.80 by Frisbie (1988, p. 29). This low level of reliability suggests that teachers do not consider reliability test as an important requirement in designing tests. In Indonesia, Javanese language tests designed by teachers in Banyumanik, a subdistrict in Central Java, were rejected by the Local Education Department because they were considered unreliable (Mujimin, 2011). A research conducted by Dwipayani (2013) also revealed that the Indonesian language final exams designed by teachers at Senior High School 1 in Bangli, Bali were not at all reliable. Another unreliable test (0.5), for Arabic language class, was found at Islamic Senior High School Sabdodadi Bantul in Yogyakarta (Aliyah, 2012).

The fact that teachers do not consider reliability test as a crucial step in designing a test, as in the above examples, posts a threat on the fairness of the assessment conducted in classrooms, considering the results of which are potentially used to decide the future of students, among other purposes of a test. In addition, the results of the test influence students' learning experience because the teachers will teach or review materials based on what they believe about their students' performance, which is based on the test result (Südkamp, Kaiser, & Möller, 2014, p. 5). In a more serious case, if the test results are recorded in academic transcript, graduates might lost a chance to be admitted at a higher level educational institution or to get a job. In order to avoid these disadvantages of test results, teachers need to be given training because, according to Krolak-Schwerdt, Glock, & Böhmer (2014, p. 1), teacher developments contribute to "*ability to assess students' achievements adequately* ". Indeed, teachers in Indonesia have an easy access to training; however, most trainings focus on selecting instruments for assessment rather than on designing an instrument. In addition, English teachers are graduates of English language training institutions where assessments are taught, followed by a semester internship at schools. In addition, reliability tests take much time and most teachers or lecturers teach so many classes that it leaves limited time for them to conduct such a test for each test they make. Furthermore, Brown (2004, p. 55) doubted that trying-out the test, in which the reliability test is covered, is even possible in everyday classroom because the try-out needs to be given to other students, not the students to be given the ready-to-use test. Therefore, an alternative way of developing a reliable test is required. This paper is going to present one of the alternatives in designing a reliable test without having to test for its reliability. One of the tools used for language assessment is a corpus (Gabrielatos, 2005, p. 5). It is a collection of texts in various fields stored electronically and allows easy online access (Cheng, 2011; C. Jones & Waller, 2015; Kennedy, 1998). It has been used to analyse grammar and many works have been written on grammar based on corpus analysis (Hunston, 1999; C. Jones & Waller, 2015). It shows how language is actually used in real communication, both oral and written. This method of designing a language test has been applied since more than a decade ago, and thus the next section of this paper is a discussion on how to use corpora to design a test. In order to proceed to this step, the review on procedures in designing a test is given first.

2   STEPS IN TEST DESIGN

A test is intended to measure what it is intended to measure and it is expected that the results of the test represent what students understand about the tested material. In order that those purposes are met, a test development should follow the procedures as suggested by Brown (2004), Douglas (2014), Fulcher (2013), and Fulcher & Davidson (2007, 2013). In general, the procedures comprise determining the purpose of the test, drafting the test, evaluating the test, revising the test, and determining the scoring system.

Before making a test, a teacher should know why they want to test their students. The test content and format is determined by this purpose (Fulcher, 2013, p. 93). After that, a teacher needs to picture what ability should be shown by the students, known as construct, in order that the teacher can outline the test. After that,the teaching makes a draft of the test. The draft should be based on the specifications, which include test outline, skill to be tested, and how questions will look like (Brown, 2004, pp. 30-31). The type of questions is decided by considering both efficiency (Bachman, 1990, p. 46) and purpose (Douglas, 2014, pp. 48-49). After deciding the specifications, the drafting can begin.

The draft cannot be considered ready to use because it might have high measurement errors resulting from, according to Wells & Wollack (2003, p. 2), test specific factors such as test items which are probably too difficult, unclear instructions, or double correct answers for multiple choice questions. Although other factors can affect measurement errors such as students' condition and scoring factor, test-specific factor has been claimed the most dominant factor causing these errors (Symonds, 1928, pp. 75-77). When a test has high measurement errors, a teacher cannot rely on the result of that test in determining the students' progress or achievement. Therefore, the test is termed as having low reliability. To find out the level of reliability, the test needs to be tried out or pilot tested to students for whom the test is not actually intended (Brown, 2004, p. 55; Fulcher, 2013, pp. 179-180; Read, 2013, p. 307). If the results of statistical analysis prove the test unreliable, it needs a revision. Frisbie (1988, p. 30), Wells & Wollack, (2003, p. 5), and Fulcher (2013, p. 57) suggest to lengthen the test because the longer the test, the more reliable it becomes. However, excessive length potentially creates unreliability due to students' condition, such as exhaustion. Another method of improving reliability is revision based on item analysis results, which are parts of statistical analysis in pilot testing, i.e. item discrimination (Wells & Wollack, 2003, p. 7) and level of difficulty (Frisbie, 1988, p. 30; Fulcher, 2013, p. 182). "_An item is considered to be discriminating if the high-achieving students tend to answer the item correctly while the lower achieving students tend to respond incorrectly_" (Wells & Wollack, 2003, p. 7), and each item should not be too difficult or too easy.

If it turns out that the statistic analysis yields low level of reliability, the test should be revised by consulting factors influencing reliability proposed by experts in language testing. Symonds (1928, pp. 75-77) and Henning (1987, p. 78) suggest that the factors affecting the reliability are among others test length, item difficulty, and item discrimination. Although the number of test items correlates with reliability, the time constraint need to be considered for classroom assessment. Instead, the items which are too difficult or too easy should be revised. In terms of item discrimination, certain items which can be answered by most low-achieving learners should be reconsidered. For multiple choice questions, the distractors should be analysed. When no students select a certain distractor, it is proven not a good distractor and thus should be revised or changed. In theory, the result of final revision should be given another cycle of test development until the reliability is achieve. However, if it is not a high stake test, the next cycle is not highly necessary.

3   DESIGNING A GRAMMAR TEST BY USING CORPORA

Corpus has been used in language assessment to help classroom teachers and test developers design a high quality test. Although it can be used to determine what to test, such as by analysing frequently-used words (Moder & Halleck, 2013, pp. 144-145), it can also be used to design a test. Because it is composed of sentences used by native speakers, the sentences are grammatically accepted by most speakers of the language. Therefore, grammatical error would less likely be found if corpora were used when designing the test. In fact, corpora have also been used to validate test materials because even native speakers' intuition cannot be relied on (Barker, 2014, p. 1019).

　　　To design a reliable grammar test where corpora is involved, teachers do not have to follow all steps of test development discussed in previous section because they can use a template of a standardised test which have been proven to follow all those steps. The steps of designing a test by using corpora is presented in the following. However, these steps only apply to grammar test, on which this work is focused.

3.1   Establishing templates for the test

A teacher does not have to design a test from the scratch, but a standardised test can be used as a template since, according to Brown (2004, p. 76&81) and Nissan & Schedl (2013, p. 81), standardised tests have undergone many researches before and after they are designed. One of the tests in selected standardised test is taken as the template and the teacher should design a test by following this template. This does not guarantee the same level of reliability, but at least it gives a reliable test to use in the classroom, i.e. 0.70 as suggested by Wells & Wollack, (2003, p. 5). In this research, a grammar test was designed based on a template from structure and written expression section in TOEFL designed by ETS. It is the second section in Paper-based TOEFL, consisting of 40 multiple-choice questions.

3.2   Fitting items from corpora into the template

In filling in the template, a teacher has to consider the subject matter of the item in the decided template, while the topic (language feature) tested has been determined by the template. For example, structure and written expression section in the TOEFL is made up of test items from variety of subject matters, i.e. natural and social sciences, arts, literature, geography, economics, laws, and history (Hilke & Wadden, 1997, pp. 35-37). In finding sentences in corpora, the search should be specified only to the subject matter in the template, which is called category in corpora and most corpora enable filtering on any of these categories. This step is to eliminate errors which contribute to low reliability because one of those errors, according to Jones (2013, p. 352), is test content.

3.3   Handling search results from corpora

A single search in a corpus using predetermined category restriction might sometimes give the tokens of more than hundreds of search results, other times not even one. In the case when the search results are abundant, the teacher should choose one which is the closest to the template in terms of subject matter and topic. However, when the result is zero, which is not uncommon, other corpora should be used or the subject matter should be left out to widen the search results. However, the later sacrifices reliability.

3.4   Writing up options (distractors) for multiple-choice questions

Another challenging step is to make sure the options for multiple choice questions consist of only one correct answer. It is not unlikely that the tests designed by classroom teachers have more than one correct answers, while the worst scenario is no correct answer at all.

Since the test is designed by using a template, the options for multiple choice questions can be directly taken, or if necessary adopted, from the template. However, for error analysis questions, the second part of structure and written expression section in the TOEFL, deciding which parts of each item are used as distractors is not as easy as that for multiple choice questions. For experienced EFL teachers, this task can be simple because they can guess what errors students usually conduct. However, others including ESL teachers are suggested to use learner corpora to find out the actual errors made by certain level English learners (Barker, 2014, pp. 1018-1019).

4   PROVING THE RELIABILITY

In order to prove that a test designed by using a corpus is reliable, two grammar tests were designed by using the steps presented above. In designing these tests, the writer used Corpus of Contemporary American English (COCA) which is available for public at http://corpus.byu.edu. The corpus contains 450 million words from 1990 - 2012. When COCA did not give any search result, the writer used other corpora available at the website such as Global Web-Based English (GloWbE) consisting of 1.9 billion words from 2012-13, Corpus of Historical American English (COHA) consisting of 400 million from 1810-2009, and British National Corpus (BNC) consisting of 100 million from 1980s-1993. Filtering features are slightly different from one corpus to another. In COCA and BNC, the second most used corpus for this paper, the search can be filtered based on several main categories (subject matters), i.e. spoken, fiction, magazine, newspaper, and academic. Academic category was specifically used for the purpose of designing these tests. Under that category, there are subcategories which should be selected to match those in the template, i.e. education, history, geography/social science, law/political science, humanities, philosophy, science/technology, and medicine. These subcategories are only available in COCA, not in BNC. GloWbE can only be filtered by countries and COHA by years. For corpora other than COCA, the subject matters were determined based on context because they do not provide such filtering feature.

The templates used for these tests were an official paper-based TOEFL materials tested in August 1996 (herein after referred as Test A) and May 1996 (herein after referred as Test B). The tests which consists of 40 items come in two parts. The first 15 questions are *fill-in-the-blank* questions and the rests are error analysis questions. In choosing distractors for error analysis questions, the writer used his intuition, which was based on experience in teaching EFL students, because the test was intended only for classroom use. After the tests have been developed, they were pilot testing to find out the levels of reliability. Because each item in the tests assesses different language ability, the most applicable reliability test is *test - retest* reliability (Bachman, 1990, p. 174). It ensures that if a test taker takes these tests twice at different times, the test taker is going to get somewhat the same score. If the test taker indeed obtains the scores which the difference is still within the allowed range, the test is still considered reliable.

The participants for Test A were 27 students and 5 graduates of Syiah Kuala University in Banda Aceh, Indonesia, majoring English language teaching. Some students were in their second year and others were in their third, and fourth years. The graduates were all experienced English tutors. For Test B, 23 fresh graduates of the same major participated in the test. They have different level of English proficiency and had participated in one year teaching in remote areas across the Indonesian islands, sponsored by Indonesian Government. The participants were given at most a week after the first test before taking the second test.

To analyse the level of reliability for this test, the data in the first and the second tests were calculated by using the Pearson's Product-Moment Coefficient of Correlation (r) suggested by Best & Kahn (Best & Kahn, 2005, p. 384) and Henning (1987, p. 60), i.e.

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

Where:

r_{xy} = the correlation between two sets of raw score

$\sum xy$ = the cross product of the mean subtracted from that score $(X - \bar{X})(Y - \bar{Y})$

$\sum x^2$ = the sum of the $\bar{X}$ subtracted from each X score squared $(X - \bar{X})^2$

$\sum y^2$ = the sum of the $\bar{Y}$ subtracted from each Y score squared $(Y - \bar{Y})^2$

The test results in Test A and Test B were tabulated in two separate tables. The scores in the tables were calculated statistically to obtain variables required by the above formula. The results of calculation are presented in the following tables.

	X	Y	$(X - \bar{X})$	$(Y - \bar{Y})$	$(X - \bar{X})^2$	$(Y - \bar{Y})^2$	$(X - \bar{X})(Y - \bar{Y})$
$\sum Test\ A$	735	757	0	0	1754.96	1931.21	1620.66
$\sum Test\ B$	427	420	0	0	649.65	598.43	532.61

Based on the data presented above, the correlation can be calculated by inserting the data into the the Pearson's Product-Moment Coefficient of Correlation formula.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} = \frac{1620.66}{\sqrt{1754.96 \times 1931.21}} = .88 \qquad r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} = \frac{532.61}{\sqrt{649.65 \times 598.43}} = .85$$

Test A   **Test B**

The results of calculation, .88 for Test A and .85 for Test B, proved that both tests were highly reliable for classroom use, according to Wells & Wollack (2003, p. 5), Douglas (2014, p. 107), and Frisbie (1988, p. 29). This level of reliability is somewhat similar to the reliability of Structure and Written Expression section in real TOEFL tested between July 1995 and June 1996, that is .86, according to ETS Official Handbook (1997, p. 30).

One of the most influencing characteristic of test items for reliability is difficulty index, which has to be between .33 and .67 (Henning, 1987, p. 50); otherwise, it is too difficult or too easy. The difficulty index for each item is calculated by dividing number of participants anwering the item correctly by the total number of participants. In TOEFL Preparation Kit published by ETS (1995), the difficulty is divided into three levels, i.e. easy (.80 - 100), medium (.57 - .79), and difficult (.00 - .56). To show difficulty index

for a test designed using the method proposed in this paper, Test A was chosen for the analysis because it was tested to participants with more varied scores compared to those in Test B. The numbers of items categorised into easy, medium, and difficult, compared to four tests in TOEFL Preparation Kit (1995), are presented in the following table.

Level of Difficulty	Test A	TOEFL Preparation Kit			
		1	2	3	4
Easy	11	13	11	10	13
Medium	10	19	23	18	17
Difficult	19	8	6	12	10
Acceptable (.33 - .67)	17				

In addition to difficulty index, item questions in a test should also be able to discriminate between higher ability and lower ability participants (Fulcher & Davidson, 2007, p. 124; Henning, 1987, p. 51). Both Fulcher & Davidson (2007, p. 103) and Henning (1987, p. 52) suggest to use point biserial method to calculate item discrimination, with the following formula.

$$r_{pbi} = \frac{\overline{X}_p - \overline{X}_q}{s_x} \sqrt{pq}$$

Where:

r_{pbi} = point biserial correlation

$\overline{X}_p$ = mean score for participants with correct answer

$\overline{X}_q$ = mean score for participants with incorrect answer

s_x = standard deviation

p = proportion of participant with correct answer

q = proportion of participant with incorrect answer

  The results of discrimination index calculation, also for Test A, show that only 5 items (12.5%) are less than .25, the lowest acceptable point biserial correlation according to Fulcher (2013, p. 185) and Henning (1987, p. 53). This proved that most items in the test (87.5%) were discriminating between high achieving and low achieving test participants.

5   CONCLUSIONS AND SUGGESTIONS

Classroom teachers and lecturers rarely, if not never, try out their designed test materials for classroom use. In some cases, teachers do not have adequate time for the try out and in others it is simply impossible. Therefore, they cannot guarantee that the tests they use in the classroom, which effect the washback, are reliable tests. Fortunately, a reliable test which does not need a pilot testing, can be designed by using a corpus. To design such test, a template should be taken from a proven reliable test such as a standardised test. Sentences are searched in corpora by considering topic and subject matter in the template. The data from the corpus are fitted into the template and options in the template can be directly, with some modifications if necessary, used for the test if it is a multiple choice test. When this is not possible, teachers can use their intuition in writing distractors for test items, or consult learner corpora for higher stake tests.

A test designed by using this method has been proven reliable. A test was designed following such procedure and pilot tested twice (test-retest) to find out its level of reliability. The analysis results showed that the reliability was 0.80. This number is only slightly different from reliability of the standardised test (TOEFL) from which the template was extracted, ensuring that it is highly reliable for classroom use. Therefore, this method of designing a test is recommended for teachers in order that their students are fairly scored.

One drawback for this method of designing a test is that the difficulty index does not always match that of the template. This result is not surprising because the templates used for these tests covered many advanced language features which participants had not learned. In classroom use, teachers should only use the templates covering the topics which have been taught to the students. This presumably will improve quality of test in terms of item difficulty index, which positively influences reliability.

However, the results of this research only applies to grammar test. It is not unrecommended to use corpora in designing tests for other skills. Since each skillis tested differently, the procedures of designing the test are presumably different as well. Therefore, other researches presenting the procedures of using corpora in designing those test are required, also with reliability test to prove that the proposed method is applicable.

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SENTENCE COMPLEXITY: AN AUTHENTIC ASSESSMENT TO IMPROVE INDONESIAN EFL STUDENT'S WRITING PRODUCTION

Ida Ayu Shitadevi
shitadeviidaayu@gmail.com

Associate Researcher C-SMILE Project
Jl. Semarang no.5 Malang 65145

Made Wahyu Mahendra
Mahendrawahyu27@yahoo.com

State University of Malang
Jl. Semarang no.5 Malang 65145

Abstract

Linguistically, the more complex clause a sentence implements, the more complex the grammar it embed. A simple clause, as opposing the complex clause, consists of a subject and a verb with optional object or complement. However, Biber et.al. (2011) has proved that complexity of a clause attached in a sentence fails to indicate the complexity of a sentence in writing composition. Furthermore, they indicated the stage of the acquisition of complexity features of writing, including that of in L2 of English. This present study aims at investigating how the frequency of complex sentence produced by Ganesha University of Education students different from that of by professional academic writer, to assess students' writing ability. The complexity features of writing comprise: 1) finite dependent clause types; 2) non-finite dependent clause; and 3) dependent phrase types (non-clausal). Theoretically, the implication of the study aims to benefit the development of teaching writing through authentic assessment process. Providing assessment with diagnostic feedback on areas of needed improvement through authentic assessment in English language teaching has become a solution due to its significance for language learner (Brown & Abeyvikrama, 2010: 254). Corpus-based analysis is conducted allowing great number of data to be analyzed to generate more reliable generalization (Baker, 2010). The corpus data and the frequency of sentence complexity as represented by selected features of (Biber et al., 2011), are annotated using CLAWS part-of-speech tagger hosted by Ucrel, and are calculated by Ant.Conc 3.2.4 corpus software. The findings projects surprisingly occurrence in which undergraduate students utilizes clausal sentence rather than phrasal sentences. It becomes indication that the students are in the early developmental stage of complexity in writing.

1   INTRODUCTION

Students' mastery in writing is commonly overviewed from their competence in constructing sentences. In relation to L2 writing, the common approach implemented by teachers is grammatical construction or words-by-words approach. Then, the result of students' writing is assessed on the fulfilment of several criteria such as grammar, coherency, and cohesiveness indicating constructing sentences capability. In consequence, mastering writing competency is achieved when students' sentence constructions satisfy teachers' expectation.

However, aim of writing will change this view as purpose and genre of writing determine students' performance on writing (O'Malley and Pierce, 1996). More importantly, components of the assessment rely on two criteria viz. the nature of the task and the assessment criteria. Moreover, for university level students, the aim is to develop students' ability to construct academic written works fitting with their competency level, and complex sentence construction becomes the showcase of advance academic writing (Biber, et al., 2011). Further, Biber et al. (2011) indicates that sentence complexity points out students' ability to produce structures which are highly specialised, and is derived from careful planning, revising, editing that brings them to advance level of writing.

Complex sentence itself is viewed from several definitions. Nelson (1993) defines complex sentence structure as multiple embedding, referential and logical connections across sentence boundaries. This view is supported by Ortega (2003) who views sentence complexity as comprehending complex sentence will grow as individual be able to expand the length of an utterance by adding variety of non-clausal structures through phrase elaboration strategies. Moreover, Lu (2011) has proven that the ability to produce complex sentence also reflects learners' proficiency levels. Therefore, comprehending complex sentences can also be said as a complex process which involves the development of one's knowledge about syntactic rules (Grossman et al., 2002).

Nevertheless, complex sentence construction has been commonly related with T-Units construction which indicates average length of structural units or the extent of clausal subordination, assuming that longer units and more subordination reflect greater complexity, while basically these clausal extension are complexity features for conversation rather than for academic writing (Biber et al., 2011; see also Biber 1985, 1986, 1988).

A number of research have already been conducted to investigate the ability of students to produce complex sentence. Kim (2014) investigated how university students' ability to produce complex sentence can be analysed by using automatic indices of linguistic complexity. His research took 234 corpus of essays. The key of his study was computational tools and focus on text length, lexical complexity, and syntactic complexity. His research reveals that proficient writers produced longer texts, used more diverse vocabulary, and showed the ability to write more words per sentence and more complex nominalisation.

Another research was conducted by Wood and Struc (2013). Their research focuses on how corpus based analysis was used to investigate complexity, fluency, sentence variety, and sentence development. It is proven that complexity and sentence variety were limited when students write in genre. This condition also occur in Gordon et al. (2004) research who have proven that students' ability in complex sentence construction is affected by noun phrase type.

1.1   Why Authentic Assessment?

The use of authentic assessment emerged since it is believed that test is product oriented. In the case of writing, it needs complex process to be mastered, and that process needs to be controlled and assessed. Authentic assessment itself is considered as a process oriented evaluation for communicative competence, cognitive ability, and affective (Finch, 2002 ; O'Malley & Pierce, 1996). It is frequent that authentic assessment related to real world situation. In addition, authentic assessment also provides assessment with diagnostic feedback on areas of needed improvement (Brown &Abeyvikrama, 2010:123). From learners' side, the use of authentic assessment will be used as a reflection and as a stepping stone to manage their learning (William & Burden, 1997). They will be able to revise their error, and focus to their aims of learning.

Considering the criterions of authentic assessment, corpus analysis provides learners with the majority of criteria for authentic assessment. Some of the characteristics seen from corpus based analysis are (1) it requires students to perform, create, and demonstrate their competencies, (2) it provides multiple sources of data, (3) it is process oriented as well as products, (4) use real – world context or simulation, (5) it provides information about students' strength and weaknesses, (6) The assessment is integrated with the students activity (Brown &Abeyvikrama, 2010: 123 ; Wiggins, 1993; Gulikers et al., 2004, Herrington & Herrington, 2006).

From preceding explanations, we intend to investigate how the frequency of complex sentence produced by Ganesha University of Education students different from that of by professional academic writer, to assess students' writing ability. This investigation is derived from the fact that students' high proficiency level does not always indicate the acquisition of advance academic writing competence. Also, the relation between corpus-based study and authentic assessment is hardly seen from previous research. Corpus-based approach enable researcher to quantify linguistics patterns, providing more solid conclusions, confirming or refuting hypothesis about language use, and raise new questions and theories about language (Baker, 2010). Large corpora is analysed in this research allowing us to discover any unusual and unique case of language phenomena.

This research is limited to the complex sentence construction in relation to academic writing, represented by selected syntactic function of Biber, et al. (2011). We hope that this research will be significant for the development of language assessment, and as reflection for university students who learn English as a foreign language.

2   METHOD

2.1   Corpus Analysis Software

The present research is a corpus-based research which aim to assess language production of EFL learner. This research takes advantage of two programs to annotate the data, and analyze the linguistics phenomena. To allow data annotation, CLAWS4 (Constituent Likelihood Automatic Word-tagging System) is utilized and operated online. It is developed by UCREL (University Centre for Computer Corpus Research on Language) at Lancaster University. CLAWS4 is the successor of CLAWS1, this system has five major sections: (1) segmentation of text into word and sentence units; (2) initial part-of-speech assignment; (3) rule-driven contextual part-of-speech assignment; (4) probabilistic tag disambiguation; and (5) output in intermediate form (Leech, et.al., 1994). CLAWS4 has been written by Roger Garside, with CLAWS adjunct software written by Michael Bryant. Meanwhile, to generate data concordance, Ant.Conc 3.2.4v (Windows) 2011 is

operated, the latest version of Ant.Conc software. It also facilitates with the frequency hits of occurrence. This free concordance software is developed and published by Laurence Anthony (Wiechmann & Fuhs, 2006) and provides several features such as Concordance, Concordance Plot, File View, Clusters, Collocates, Word List, Keyword List, N-grams, and many more.

The process of obtaining and analyzing the data corpus follows steps of previous corpus research by (Shitadevi&Yannuar, 2014). However, minor addition were implemented such as tagging the data with part-of-speech tagger prior to utilize Ant.Conc 3.2.4v, and sorting the concordance data after the searching process. The sorted concordance were selected manually by the researcher to avoid unrepresentative occurrence. Keywords to be searched are the syntactic function representing three grammatical types by Biber et al. (2011).

Data are taken from undergraduate essay writing of English Education Department, Ganesha University of Education students which were submitted to Essay Writing Class in year 2014/2015 even semester, and research articles in English Education, English Language and Literature written by Indonesian writer taken from various journal.

3 FINDINGS AND DISCUSSION

There are 52 essays and 52 articles analyzed using Ant.Conc 3.2.4v. The total number of word count of each genre is the same, containing 28.587 words. The mean length of the each text is 550 words.

There are three types of grammatical types and each of it consists of three classifications of syntactic function adopted from previous research by Biber et al., (2011). Grammatical types used in this research are finite dependent clause, nonfinite dependent clause, and dependent phrase or non-clausal. Each type comprises of same syntactic functions: adverbial, complement, and noun modifier, except for non-clausal the syntactic function comprises of adverbial and noun modifier.

Table1. Frequency of Complex Sentence in Undergraduate Essays and Professional Academic Articles

GRAMMATICAL TYPE	SYNTATIC FUNCTION	Undergraduate Essays	Professional Academic Articles
Finite Dependent Clause	Adverbial Clause – Because Clause	231	44
	Complement Clause – noun+ *THAT* clause	127	113
	Noun Modifier Clause – WH Relative Clause	232	111
	TOTAL	**590**	**268**
Nonfinite Dependent	*To* Adverbial	6	17

Clause	Clause		
	Complement Clause – Verb+ -*ing* clause	14	26
	Nonfinite Relative Clause	4	128
	TOTAL	**18**	**154**
Dependent Phrase (Nonclausal)	Preposition as Adverbial	416	650
	Noun Modifier	172	805
	TOTAL	**588**	**1455**

Finite dependent clause are represented by selected syntactic functions namely *because-clause*, *That*-clause controlled by a noun, and WH relative clause. In this first type, it shows surprising result of great number of clausal sentences produced by undergraduate students, for making as much as 590 tokens, compared to professional academic article which resulting only 268 tokens, about more than two times lower. From the three syntactic functions in undergraduate essay, noun modifier in a form of WH-relative clause shows the highest occurrence, as high as 232 tokens. WH-relative clause is dominated by connector *when*, *how*, *why*, *who*, and insignificant number of *where* and *whom* are also involved. On the other hand, the highest occurrence in professional academic article is dominated by complement clause represented by *that*-clause controlled by a noun, for making as many as 113 tokens. The second highest occurrence in undergraduate essay is the adverbial clause, *because*-clause, with a narrow margin of 1 token. The same occurrence also takes place in professional academic articles' second place, noun modifier clause, which has slight difference by a margin of 2 tokens only. Meanwhile, *because*-clause is the second highest occurrence in undergraduate essay, it appears the least in professional academic articles, for making only 44 tokens. The least occurrence in undergraduate clause is complement clause of *that*-clause controlled by a noun, as many as 127 tokens.

The second grammatical type, nonfinite dependent clause, appears the least frequent among the other three types. In undergraduate essays, surprisingly, nonfinite dependent clause only comprises of 18 tokens, while in professional academic articles the frequency is 154 tokens. Selected syntactic functions are *to*-complement clause showing purpose, complement clause of –*ing* clause controlled by a verb, and noun modifier of past participle clauses. The highest occurrence in undergraduate essays is 14 tokens of –*ing* clause controlled by a verb. Meanwhile, the highest occurrence in professional academic article is 128 tokens of past participle clause. Looking at the gap number between undergraduate essays and professional academic articles occurrence, and the gap among other grammatical functions, it can be determined that the occurrences of nonfinite dependent clause in undergraduate essays are insignificant.

The third type also shows unexpected result, in undergraduate essays the number of non-clausal shows very high frequency, as many as 588 tokens which is 2 tokens less than finite dependent clause. However, this occurrence is considerably different from that of professional academic writer in which number of occurrence shows the most frequent rate, as many as 1455 tokens. It epitomizes great significance of different portion in each grammatical function embodied in an academic text. Non-phrasal clause is represented by the occurrence of *in*- preposition as adverbials, and *of*-prepositional phrase as noun modifier. In undergraduate essays, the highest number of occurrence is depicted by 416

tokens of adverbial clauses, meanwhile in professional academic articles is shown by 805 tokens of noun modifier represented by *of*-prepositional phrase as postmodifiers.

3.1 Implication of Sentence Complexity Construction

Portraying a line from each occurrence, the implementation of each syntactic functions in draws a clear pattern, specifically in professional academic writer. This bottom-up investigation of professional academic articles written by Indonesian writers provides grammatical features which are commonly implemented. The gap frequency among the three grammatical types constitutes a strong conclusion that professional academic articles employ phrasal sentences more frequent than clausal sentences. Upon contrasting the frequency of each occurrence in undergraduate essays with professional academic articles, there are three implications to be drawn: firstly, commonly used grammatical function by undergraduate students; secondly, the unique occurrence of interchangeable used of clausal and phrasal sentences; thirdly, the less appealing construction of nonfinite dependent clause.

The first implication is that the most frequent grammatical types found in undergraduate essays represents students writing proficiency level. The high occurrence of finite dependent clause, represented by WH relative clause and *because*-clause, is a showcase of students' early developmental stage of complexity in writing, due to the starting progression of complexity begins at finite clause (Biber, et al., 2011). Thus, it suggests that the undergraduate students are not yet in advance proficiency level, judging from the strong gap between the number of clausal production of undergraduate students and professional academic writers. Moreover, the result ofsentence constructions in form of basic clausal sentence reflects that the students are much influenced by their spoken discourse than their writing discourse. In fact, finite dependent clause viz*that*-clauses, WH clauses, causative adverbial clauses, and conditional adverbial clauses are characteristics of interpersonal spoken registers (Biber, 1998).

Reasons supporting these implications are as follow,firstly, the nature of the learners are much influenced by the exposure of their environment. In EFL classess, the common setting used is instructional setting where students learn the language from the teacher. In this setting, the exposures commonly come only from the teacher as the source of feedback and instructor that the students interact with (Lightbown & Spada, 1999: 94). It impacts on the students limited range of discourse types experience and makes them struggle to distinguish the spoken and written discourse. Lightbown and Spada (1999: 94) also argue that this setting also causes a great pressure to students in writing because they need to write correctly from the very beginning. Secondly, the role of cognitive works takes part in affecting students' production. Speaking is considered as pre-cognitive process where its production is less controlled, can produce numerous varieties of clauses, and it can be revised right after it is produced (Liberman, 1992). On the other hand, writing is a cognitive process which needs awareness from the learners since it is a controlled composition (Jozsef, 2001; Hubert, 2011). The comfortable feeling in producting utterance in speaking is commonly brought to their writing. Therefore, it is also highly possible that spoken discourse characteristics are found in their writing productions.

The second implication is that the almost similar number of occurrence of finite dependent clause and non-clausal sentences indicates that students are learning to produce phrasal sentences, though the portion of phrasal sentences is not yet satisfying compared to that of professional academic articles. The frequency of *of*-prepositional phrase as noun modifier is considerably outnumbered by other syntactic functions such as *in*-propositional phrase as adverbial, *because*-clause, and WH relative clause. Meanwhile,

in professional academic text, this function appears the highest among other syntactic functions from different types. Constructing *of*-clause is predicted to be relatively difficult for undergraduate students, as their spoken discourse stimulus does not include much of constructing *of*-prepositional phrase because this feature is commonly characteristics of formal written registers (Biber, 1988).

The third implication is that nonfinite dependent clause is utilized minimally in both text genre. Nonfinite dependent clause is also characteristics of written registers (Biber, Concard, & Leech, 2002), and students once again not yet succeed in portraying the writing characteristics in their works. Professional academic article also indicates quite low frequency of nonfinite clause, for only making 154 tokens; however it is considerably higher than the use of definite dependent clause. Also, the very significant gap compared to nonfinite dependent clause produced by undergraduate students strengthens the showcase of students' writing proficiency level.

However, this unique phenomena where both writer groups tend to avoid nonfinite clause occurs with a consideration that, generally, this condition reflects that students are already following the tendency of writing in modern era. In earlier centuries, the ways of writing are widely elaborated by using non- finite dependent clauses. Furtherore, this way of writing are much influenced by the characteristics of literature ways of writing which tend to elaborate their sentence until reaching the clarity of meaning. This findings is also in line with Biber and Gray (2010) who find out that the less appearance of non-finite dependent clause are caused by the researcher in modern tend to us phrasal words to convey meaning in academic writing. It is different from when classical English literature works has much influence toward academic writing. Back there, researchers have usually focused on dependent clauses (or subordinate clauses) as the primary measure of structural elaboration. The findings also reveals that even though the students of Ganesha University of Education are interchageably use their spoken and written discourse, they are on the right development to be able to write academically. Biber (2006) states that the less used of non-finite dependent clause also reflects that writers already have awareness to write with less associated with speech.

However, even academic writers will not neglect the fact they still use dependent clause in their sentence, whether as a complement or as adverbial. According to Biber and Gray (2010), the use dependent clause are optional modification. It is added on to the core structure of the main clause to elaborate the meaning of main verbs. Therefore, the appearance of dependent clauses are highly possible to find. Since it is optional, the use of dependent clause should not be the main way of academic writing.

3.2   Implication for Elt And Authentic Assessment

The findings on this study have several contributions toward English language teaching, especially in teaching academic writing for college students and its assessment. As primary concerned, teacher cannot assume that his/her students have sufficient knowledge in using noun phrasal to construct their academic writing in a first place. Looking at the result, students' inability to construct academic language is much influenced by their speaking habits and the noun phrasal in sentences is interchangeably used.

As the repressive action toward the findings, teacher may take complex sentence usage in academic writing as primary concern in teaching writing. It can also be integrated in grammar review as a focus of practise. Students need to be taught deeply about the function of particular noun phrase and/ or clauses in paragraph construction.

The other idea to solve this problem is assigning students to have extensive reading outside the classroom. They may read articles from international journal to enrich

their knowledge how international writers construct their paragraphs coherently and cohesively. In addition to extensive reading, they also need to practice writing by using whether clause or phrasal sentence to certain writing condition. In this case, teacher should provide exercise that triggers them to comprehend the use of cmplex sentence. The exercise can be a cloze test, where the students are provided with a model text and the phrasal parts are omitted. It can also be a judging task, where the students are provided with a model text containing kinds of complex sentence, and they have to judge whether its usage has been appropriate.

In relation to authentic assessment, the use of corpus-based analysis has successfully proved that its usage provides a diagnostic feedback on areas of needed improvement. Assessing the students' nature from the findings, the area of needed improvement is the interchangeability of finite-dependent clause usage. As mentioned previously, the use of dependent clause is actually optional, and that makes its usage should not be more than phrasal sentence.

Teachers, in this case, may implement the use of corpus-based analysis in classroom activities. Teacher may implement it into several steps. As initial implementation, teachers may conducts as what the researchers had done (collecting their writing, doing corpus-based analysis, and describe the findings). The follow-up activity will be about how to give feedback to them about their nature of writing and the expected nature of writing. Another way, besides assessing and giving general feedback toward students, the follow-up activity can be done in form of synergizing the findings of this research to the aspects of academic writing (the writing process, elements of writing, and the accuracy (Bailey, 2006)). Teacher may also wrench out some of the findings to give students clear example of what area they need to improve. Furthermore, in order to investigate the students' progress in writing, teacher may do the cycle over after giving feedback on students' ways of writing and instruct them to re-concstruct their writing. This also become a suggestion for further research which is in line with this research.

4   CONCLUSION

Advance writing embodies implementation of complex sentences, however many assumes that sentence complexity is represented by increasing dependent clauses. Spoken registers and written registers indeed employ different type of complexity, where clausal is typical of spoken registers and phrasal is that of written registers.

This present study reveals that undergraduate students' writing features, represented by 52 undergraduate students in second year of Ganesha University of Education, are dominated by clausal sentences rather than phrasal. The high occurrence of finite dependent clause becomes evidence of students' early stage of acquiring complexity in writing. Therefore, upon completing this analysis of their essays, authentic assessment to improve their writing performance can be done accordingly. Moreover, the use of corpus-based analysis has successfully proved that its usage provides a diagnostic feedback on areas of needed improvement.

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EPISTEMIC BELIEFS AND ACHIEVEMENT AMONG EFL UNIVERSITY STUDENTS

Ive Emaliana
ive @ub.ac.id

Universitas Brawijaya, State University of Malang

Rizqi Khoirunnisa
rizqi.khoirunnisa@gmail.com

Graduate Studies in ELT State University of Malang

Peptia Asrining Tyas
peptia@ub.ac.id

Universitas Brawijaya

Abstract

This study investigates the relationship between epistemic beliefs and achievementamong groups of university students who learn English as a foreign language in Indonesia. It is hypothesized that the more sophisticated epistemic beliefs owned by the EFL students the higher their achievement. To test this hypothesis, the different levels of epistemic beliefs (simple, medium, sophisticated) are correlated with their reading scores using a paired-sample T-test. The levels of the EFL students' epistemic beliefs are elicited from the Reading Epistemic Beliefs constructed by the researchers, and the reading scores are taken from the essays of their final projects. The research findings suggested that teachers' teaching strategies, material developments, and assessment play important roles to affect the students' epistemic beliefs level and reading achievement.

Keywords: epistemic beliefs, summarizing, EFL, reading, achievement

1   INTRODUCTION

In learning English as a foreign language (EFL), reading might be regarded as a beneficial skill for expanding knowledge repertoire. Through reading, knowledge is transferred, and it plays a pivotal role in both receptive and productive skills (Emaliana, 2012). It also serves as an invaluable source of authentic language that is always

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meaningful, often in fully grammatical form, and that includes every feature of the target language like vocabulary knowledge but pronunciation (Eskey, 2005: 563).

One way to facilitate knowledge gain and reading comprehension is to provide students with reading texts that can stimulate students' thinking by recalling information for the purpose of reproducing knowledge, i.e. summarizing. Summarizing is one of reading study skills which is not new as it is used to show students' ability to comprehend reading texts. Summarizing is rarely put into practice by some EFL teachers, although it is mostly used to support students' assignment, like writing a paper and essay.

Therefore, it is an urgency to build in critical reading to write summary due to two major reasons. Firstly, writing summary is inseparable from reading critically (Chan et al., 2011; Alnofaie, 2013). This happens because in order to write a good summary, critical reading of sources is essential to identify main ideas and supporting details. Secondly, writing summary development is affected by the ability to read critically (Alnofaie, 2013). By reading critically, students develop reflective skill before starting to write summary critically. Thus, writing summary by encouraging the students to read critically is not merely acceptable, but strongly indicated for use in EFL classroom.

Encouraging students to read critically can be predicted from their epistemic beliefs (how to get knowledge) as apparently they read a single text under a consistent content (simple epistemic beliefs). I agree with the idea of Ferguson & Braten (2013) that every student who is learning a language holds different beliefs about how the language is learned. Among the various features, personal epistemic beliefs, defined as a student's view about the nature of knowledge and knowing, has been proposed to be relevant (Ferguson et al., 2013; Richardson, 2013). These beliefs are influenced by students' previous positive or negative experiences as language learners (Richardson, 2013), students' cultural background (Chen, 2012; Fujiwara, et al., 2012; Franco et al., 2012), family/ home background (Richardson, 2013), and individual differences such as personality (Chan et al., 2011). These differences are shaped by dimensions of epistemic beliefs.

Formerly, epistemic beliefs are reported consist of five dimensions. These five dimensions, as Chan et al. (2011) and Chen (2012) mention as an embedded systematic approach of epistemology, is a system which has interrelationship with systems of cognition, learning process, and performance. A five-factor model of epistemological beliefs has been proposed by Bendixen et al. (1998), consisting of beliefs about simple knowledge (knowledge as an accumulation of discrete and unambiguous facts), certain knowledge (knowledge is absolute and unchanging), omniscient authority (authorities/ experts have best access to knowledge), quick learning (learning occurs quickly or not at all), and innate ability (the ability to acquire knowledge is fixed). Because of these dimensions, epistemic beliefs have varying degrees.

Epistemic beliefs have varying degree from low to high. The low degree of epistemic beliefs reflects that students' language proficiency is considered low, whereas, the high degree is associated with high language proficiency. The study conducted by Franco et al. (2012: 73) typically demonstrates that a higher epistemic belief is associated with more learning processes and outcomes than the lower ones. Similarly, another study which is done by Ferguson et al. (2013) reveals that the students who were given a certain treatment to change their epistemic beliefs to be higher during their reading activities outperformed students who were not. Epistemic beliefs assist students learning and prove that they can improve students' achievements. Therefore, as Ferguson et al. (2013) claim, it is important to understand students' epistemic beliefs to a better understanding on students' achievement.

Some researchers have many focuses to the study of epistemic belief and achievement. Regardless of the studies on epistemic beliefs relate to language learning in the first language, one of empirical findings has demonstrated epistemic beliefs that students hold about a target foreign language, especially in EFL setting. In the first language learning, some researchers have proven that epistemic beliefs successfully assist students learning and prove that they can improve students' achievements (Fujiwara, et al, 2012; Chen, 2012; Franco et al., 2012; Ferguson et al., 2013; Chan et al., 2011). In addition, a study of foreign language learning, particularly in English language has demonstrated that the higher the students' epistemic beliefs, the better their EFL proficiency (Akbari & Karimi, 2013). Given the fact that epistemic beliefs have the potential to influence students' language achievement in EFL setting, further investigation is highly demanded. As affirmed in the introduction, the present study is aimed to investigate relationship.

2   METHOD

2.1   Participants

A sample of 111 undergraduate students majoring English Department from four different classes from university of Brawijaya participated in this study. The students were in their fourth semester. They had Pragmatics class which focused on reading activities led to summarizing. They were reading some references dealt with some topics, including presupposition and entailment, cooperation and implicature, speech act and events, politeness and interaction, conversation and preference, discourse and culture.

2.2   Instruments

The primary instrument used in this study was epistemic beliefs in reading and scores of the summary. The epistemic beliefs in reading questionnaire of 40 statements for which individuals respond using a 4-point Likert-type rating scale from strongly agree (4) to strongly disagree (1). The revised Ferguson's (2012) questionnaire was used (13 items). The wording is revised so that each item would be relevant to the participants and the context in this study. Considering the presence of numerous variables in this research could be effective, exploratory factor analysis was implemented. The results of exploratory analysis were as follows: using Kaiser-Meyer-Olkin was .465; using Bartlett's Test ($p=$ .246). These results indicated that the new variables formed via exploratory factor analysis were not significant, so, the questionnaire was highly suggested to use the same dimensions as the underlying theory taken. In other words, the new questionnaire on epistemic beliefs in reading part held the original three dimensions, namely personal justification (2 items), justification by authority (6 items), and justification by multiple source (5 items).

Further, through SPSS 19, validity and reliability of the questionnaire were measured. Each item showed that the coefficient obtained was less than .05, so they were claimed valid. The internal consistency reliability coefficients of adopted epistemic beliefs in reading were determined by Cronbach's alpha (α) for the three dimensions were as follows: personal justification (α = .380), justification by authority (α = .514), justification by multiple source (α = .743). It means the questionnaire is reliable.

The second instrument was scores of the reading summary as the students' final written project. The scores were based on content, organization, and language. The content aspect was weighted 50% of the total scores. The content aspect covered the richness of the summary, particularly how the students accommodate several different

reading sources to be a fruitful summary under the topics. The organization aspect indicated the students' ability to develop the summary into critical summary which showed opposite ideas being discussed. The language aspect pointed out the coherence and cohesion of the summary. Some words which showed critical thinking were also considered.

When writing the summary, the students selected more than one source, in which they were given the freedom to choose the topics and to optthe sources.

2.3   Procedures

The participants were requested to answer the epistemic beliefs in reading questionnaire. In the end of the Pragmatics course, 111 students completed the questionnaire after they submitted their summary as the final project. The students' epistemic beliefs level was taken from the questionnaire, while their achievements were taken from the summary scores.

2.4   Analyses

The research used correlational analysis study to analyze the data obtained. Dorney (2007) states that correlational analysis cannot identify cause and effects, but it can be useful for prediction. The null hypothesis needed to be rejected in order to accept the alternative hypothesis.

3   FINDING AND DISCUSSION

In presenting the main results, the focus is on the relationship between students' epistemic beliefs and their achievement particularly their score in writing summary after reading. The result of analyzing the data obtained by using t-test showed that sig. (2-tailed) is 0.000 which is lower than 0.05. It means that the null hypothesis is rejected and the alternative hypothesis is accepted (Table 1). Therefore, there is positive correlation between students' epistemic beliefs and their achievement in writing summary, the more sophisticated epistemic belief owned by EFL students the higher their achievement.

Table 1. Paired Simple Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	VAR00001 - VAR00002	-2.337E1	9.47250	.89909	-25.16016	-21.59659	-26.002	110	.000

Accordingly,the correlation between personal epistemology as a composite score and the participants' achievement in writing summary, measured through written final project of pragmatics course was calculated (Table 2). The results follow:

Table 2. The result of the correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002	111	.098	.305

As shown in table 2, the results demonstrate a significant correlation (r = .098) between epistemological beliefs of the students and their achievement in writing summary. In other words, the more sophisticated the epistemological beliefs of the participants, the higher their achievement. This is schematically represented in the following P plot.

Normal P-P Plot of VAR00001
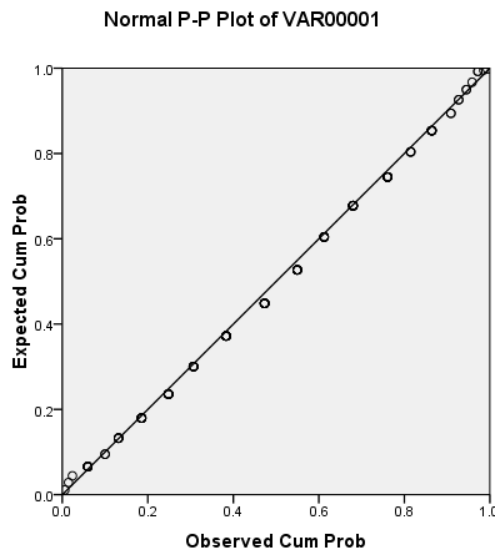
Reviewing literature, the students' achievement was affected by the role of epistemic belief in selecting learning stategy and setting up both learning goals and standart (Hofer, 2004; Richardson, 2013).Further, this result is consistent with previous findings (Ferguson, et al. 2013; Ferguson &Braten, 2013). They indicated that the more advanced theepistemological beliefs of the students, the better their achievement would be, which are almost in line with the patterns of findings from studies on epistemological beliefs and student learning.

Chan (2011)believed that students, use more effective learning strategies, learning tactics, and cognitive processing mechanisms, have more sophisticatedepistemic beliefswhich contribute to their learning outcomes significantly. Moreover, studentspossessed more effective academic goal orientations (Franco, 2012), and used more deep study strategies and better problem solving strategies (Ferguson &Bråten,2013) are also indicated that they have a more advanced epistemological beliefs are also reported to. Such learners tend to engage in meaningful learning experiences by having higher effort expenditure, persistence and engagement in mastery learning(Akbari&Karimi, 2013). Allthese positive qualities of students enjoying more sophisticated epistemologies attribute to more academic success.

The highly positive correlation beetween epistemic beliefs and EFL students' writing achievement are also revealed in this present study by using t-test. This result is also in line with (Akbari&Karimi, 2013) that says epistemic beliefs can promote students cognitive resourses and shape the ways they engage in academic activities. These students are likely to seek information from multiple resources or to integrate ideas. Therefore, students who read multiple resourses are likely to acquire a high understanding in a certain topic so that it affects their achivement in writing summary. It also relates to simple knowledge (knowledge as an accumulation of discrete and unambiguous facts), the students who have sophisticated epistemic beliefs should read a lot of multiple conflicting texts before they write summary.

Regarding the innate ability, the ability to acquire knowledge, it is believed that the students whose ability to learn is fixed at birth are having less effort to improve their learning capacity. On the opposite, the students who have the flexibility of learning indicate a more sophisticated epistemological stance. Thus, they are having the ability to be adaptive in their academic motivational beliefs and usually their success or failure depends on the amount of effort that they put into the tasks (Chen, 2012), particularly from reading to writing summary. Hard-work and self-improvement are valued by these students. They manage their motivation to read some reading texts and maintain their motivation to write fruitful summary.

As it is suggested by the findings, in relation to certain knowledge (knowledge is absolute and unchanging), higher certain knowledge degree will affect the students' achievement, which is indicated by tentative, flexible, and continually changing beliefs about knowledge. It is because as Ferguson, et al. (2013) said that students are prevented from having a detailed information procession because of strong certainty beliefs. Moreover, it is reported that students with sophisticated epistemological beliefs about the uncertainty of knowledge and learning will assume that when knowledge is learned, it could be revised and reshaped (Akbari&Karimi, 2013).

Regarding toomniscient authority (authorities/ experts have best access to knowledge), the above results also showed that the achievement result will be better if knowledge is reasoned and discovered rather than told by a knowledgeable authority. Students who believe in the omniscient authority as a source of knowledge stance that both students' views of external authority as well as their perception of themselves as learners (Hofer, 2004). The students' sophisticated epistemic beliefs on this dimension accept some conflicting texts from various experts as the best way to access knowledge. This perception is consistent with the constructivist learning approaches which led to strong implications for EFL students' learning, as the active role of the learner in the language learning process.It has seen as an undeniable part of ELT. The role of learners play in their own learning is demonstrated as much more important than that of teachers, who are traditionally viewed as the prime source of wisdom.

Additionally, in relation to quick learning (learning occurs quickly or not at all), students who naively believed that learning should occur quickly do not usually believe that success caused by hard work as a result of perseverance in their learning. In contrast, they believe that the process of getting the knowledge is easy rather that effortful if compared with those who have sophisticated belief that learning is a gradual and cumulative process. Particularly, when students with naive epistemic belief are confronted with a long-term tasks to finish, these students cannot be expected to achieve a high level of achievement in English, because learning a foreign language is described as a complex phenomenon that takes effort and time(Franco et al., 2012).

4   CONCLUSION AND SUGESSTIONS

The results of this study reveal that epistemic beliefs potentially influence the EFL students' learning, especially when they do summarizing after reading, so, it is pivotal to actively encourage more sophisticated beliefs, i.e. understanding on what knowledge is and how to acquire knowledge. By structuring curricula, courses, and learning environment which encourage the development on EFL students' sophisticated epistemic beliefs.As the recommendation, further studies related to epistemic beliefs and the teaching of EFL needs to be conducted. A study on appropriate syllabus and teaching techniques in line with the development of sophisticated epistemic beliefs can be done.

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THE CODE-SWITCHING IN TEACHER-TALK IN EFL CLASSROOM

Nia Kurniawati

garyadinia2011@gmail.com

Universitas Suryakancana Cianjur /English Department, Indonesia

Hepy Sri Rahayu Puji Astuti

teteh_cherly@yahoo.com

English Skybridge

Abstract

Classroom code-switching is a common as well as an arguable practice in EFL classroom discourse, even though in an EFL setting the teachers often use it in their Teacher-talk. The success of teaching depends to a large extent on the classroom interactions that occur between teachers and students. This research tried to reveal the code-switching in teacher-talk in an EFL classroom, the students' perception toward it and also the teachers' consideration in practicing code-switching. The research is qualitative in nature. It was conducted in a private university and involved two teachers and also the classes they taught. The instruments used in this research were classroom observations, a questionnaire, and interviews. The functions of the code-switching were analyzed on the basis of Hyme's (1962) framework. The study results showed that the teachers often used code-switching in their interactions in the classroom, they used code-switching to give students' instructions, to explain complex concepts, and to explain the difficult words. The students also perceived code-switching positively, because it helped them in understanding difficult subjects. They felt more comfortable in communicating with the teachers. While the teachers' main considerations in using code-switching in the classroom are to facilitate the second language learning and to lower the affective filter in the learning process. Thus, L1 could be a useful and important component to help L2 learners to learn English as foreign language (EFL) during the learning process and facilitate the students to understand the content as well.

Keywords: code-switching, students' perception, Teacher's interaction, L1, L2, EFL classroom

1   INTRODUCTION

Nowadays, it seems that more than half of the world's population is bilingual. Bilingual means a person who can use two or more than two languages for communication. According to Bloomfield, a bilingual should possess native like control of two or more languages (cited in Rene Appel and Pieter Muysken, 2006). This bilingualism has brought speech community to another phenomenon called code-switching.

Number of linguists have tried to define what code-switching phenomenon is. Code-switching, including mixing, transferring, and borrowing, is the use of two languages simultaneously or interchangeably (Valdes-Fallis, 1977). Gumperz (1982) gives a typology of code-switching; namely, situational and metaphorical switching. Situational code-switching occurs when participants or strategies of speech event changes, whereas metaphorical code-switching occurs when there is a change in topical emphasis. In a simplified understanding, code-switching is the process where one particular phrase is inserted into another language system.

1.1   THEORETICAL FOUNDATION

There are some theories underpinning the current research related to code-switching and teacher-talk. In line with the definition of code switching in previous discussion, it is believed that code-switching helps the senders transfer the information to the receivers effectively (Skiba, 1997). Therefore, code-switching brings positive effect on learning processes. However, Ellis (1994), Cook (2001), and Richards and Rodgers (2001) who are specialized in second language acquisition stated that although the exposure to the target language (L2) can help learners to achieve success, this exposure may not always work effectively in every context.

Based on above arguments, code-switching could be a strategy used by teachers to help learners. Various positive functions of code-switching, such as explaining new vocabulary, grammar, new concepts and relaxing learners would improve the learners' comprehensible input during the learning process (Ahmad & Jusoff, 2009).

According to Hymes (1962), there were five basic functions about code-switching/mixing. In the following the researcher analyzed the Teacher's teaching in this course based on Hymes' framework.

(i)   Expressive Functions: The Teacher used code-switching to express the emotions.
(ii)   Directive Functions: Generally speaking, this function is used in a situation where a speaker wants to direct someone. This function can get the listeners' attention. In addition, this function often occurred in both social equals and social unequal. According to Hymes, there are two subcategories: (a) direction / persuasion and (b) social exclusion.
(iii)   Metalinguistic Functions: It includes the definition of terms, paraphrasing others' words, and some metaphors. Especially metaphors exist between equals but other functions can exist between equals and unequal.
(iv)   Poetic Functions: About poetic functions, it means that during the conversation, the speaker inserted some jokes, stories, some poetic quotations into an English- based conversation. During the teaching, the researcher did not find any examples related to this function. No related examples were found in the teacher's teaching.
(v)   Referential Functions: According to Chen's (2003) explanations, referential function has following categories. The first one is terms that

lack readily available in the other languages. The second one is terms that lack semantically appropriate words in other languages.

This study concerned with the use of code-mixing in the teacher-talk. Hence, many definitions of teacher-talk should be revisited. Teacher-talk itself has been viewed from different perspectives. One definition goes that Teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding (Sinclair & Brazil, 1982). As an unseparated part of foreign language teaching, teacher talk has its own features in that both the content and the medium are the target language. The language employed by teachers in language classes is served as the source of input of language knowledge, and also used to instruct language communication and organize classroom activities.

Based on the focus mentioned above, the purposes of this study are: (1) To investigate the functions of code-switching used by the teachers in an EFL classroom; (2) To portray the EFL students' perception towards teachers' code-switching to L1 in classroom, and (3) To find out the teacher's consideration on code-switching in the Teachers' talk in interactions in an EFL classroom.

Based on the discussion of structure of classroom discourse (Mehan, 1979; Sinclair & Brazil, 1982), the following framework of teacher-talk was drawn as guidance for observation and questionnaire design for the present study.

Table 1. Framework of teacher-talk

Interaction	Initiation		Questioning
			Invitation
			Direction
	Follow-up	To no and incorrect answer	Inform
			Prompt
			Encouragement
			Criticizing
			Ignoring
		To correct answer	Acknowledgment
			Comment

2 METHOD

2.1 Research Methodology

The case study design employed for this research. A case study is an in-depth exploration of a bounded system (e.g., an activity, an event, a process, or an individual) based on extensive data collection (Cresswell, 2007). To ensure the internal validity in the research design, several methods of data collection should be used for triangulation purposes (Yin, 2003).

2.2 Data Collection Method

In this research there are three data instruments that will be conducted by the researcher. Those are questionnaire, interviews and classroom observation.

(i) Questionnaire: A questionnaire was used to investigate students' feedback and attitude to the code-switching use (L1 use) in the English classroom. For students' questionnaire, there are seven major questions

related the use of code-switching during the teaching. Students needed to provide their opinions to see if they think L1 is important during the teaching process. For example, when and why did the teacher use L1 during the teaching?

(ii) Post-interview: After the teaching, a short post-interview was conducted in this study. The teachers needed to answer some questions related to his teaching philosophy and his opinions towards the use of code-switching. The following questions were adapted from Hou's (2006) study. The interview questions are listed as follows: 1.The teaching background 2. Philosophy of teaching 3. The percentage of L1 use in class, and 4. Students' comprehension of the teachers' English use.

(iii) Classroom observation: The researchers observed the class in the real time. During the observation, the researchers recorded the teachers' speech in the class. Also the researchers took notes on code-switching between Bahasa Indonesia and English when it occurred during the classroom activities.

2.3 Research Site and Participants

In a qualitative inquiry, the intent is not to generalize the findings, but to develop an in-depth exploration of a central phenomenon. Thus, to best understand the phenomenon, the researchers purposefully or intentionally selects individuals and site. Cresswell (2008) states that the research term used for qualitative sampling is purposeful sampling. In purposeful sampling a researcher intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are "information rich" (Patton, 1990,p. 169).

A total number of 59 English major students and two English teachers that each of them was teaching speaking and ESP subject in a private university involved in this study. The research was conducted in an English Education study in a private university in Cianjur.

2.4 Data Analysis

Data analysis consists of examining, categorizing, testing, or otherwise recombining qualitative evidence to address the initial propositions of a study. Analyzing case study evidence is especially difficult because the strategies and technique have not been well defined (Yin, 2003).

In a qualitative study a researcher needs to analyze the data to form answers to the research questions. This process involves examining the data in detail to describe what the researcher learned, and developing themes or broad categories of ideas from the data (Cresswell, 2008).

In the present study, the data analyses was conducted to answer three research questions. The classroom observation was to gain data on the use of code-switching in the teachers' talk and it was audio recorded. The questionnaire to find out about the students' perception on the practice of code-switching in an English as a Foreign Language classroom. While the interviews was used to find out and also the teachers' reasons in using code switching in their talk in the classroom.

3 FINDINGS AND DISCUSSION

This part presents the findings of this study and the discussion. It presents the data obtained from the questionnaires, the classroom observations, and the interviews. The

presentation of findings is divided into three parts in line with research questions posed in this study. The first part presents and discussesthe data related to the functions of code-switching used by the teachers in an EFL classroom. The second part discusses the EFL students' perception towards Teachers' code-switching to L1 in classroom. The third part tells about the teachers' consideration on code-switching in the Teachers' talk in interactions in an EFL classroom.

After presenting the findings, the discussion of the findings is condensed. The discussion relates the findings and the related theory of code-switching and classroom interaction. At the end of section, conclusion related to the functions of code-switching used by the teachers in an EFL classroom, the students' perception toward it, and the teachers' main reasons in apppling it are drawn. The findings and discussion of each research question are discussed in depth in the following sections.

3.1 The Functions of Code-Switching Used by the Teachers in EFL Classrooms

The findings on the functions of code-switching used by the teachers in EFL classrooms are based on the data from observation and interview with the teachers. The findings from the observation are clarified and enhanced by the findings in the interview.

The observation was conducted twice in each class of the two teachers. The classes have two different focuses. Teacher #1 taught speaking and teacher #2 taught English for Specific Purposes. The speaking class consisted of thirty eight students of the second year, while the ESP class consisted of twenty one students of the third year. While the post-interview conducted after the classroom observations to ensure the result of the observation.

3.1.1 Teacher #1

In her speaking class, teacher #1 almost never uses Bahasa Indonesia (L1). She also asked her students to use English. From starting the class, explaining the materials until closing the class the Teacher use English. Below is the sample of her language in the classroom.

> *T5 : It seems some of you kind a lie....ya? All right, you have learnt some topics we are going to use today, right? Okay, this is how we work ya. Today, I have about ten cards here. On each card, there is instruction and topics that you are going to talk about in three minutes, so I need somebody who has the phone to be used as alarm to set the time after three minutes is over, it is going to ring, ...ring.....Okay, before we try to practice it in a big class, I think you know she is Miss. Nia and she is going to be with us today. Don't worry, she is here not to do the scoring ya. So, don't be hesitate or something like that. So, before I start it in a big class, as usual I want to spend ten minutes to try it in your group. How many members are there in each group? Five? Okay, now you write down the topic in a sheet of a paper and then you shuffle the paper so the member should talk about a topic that is written on the paper. Is there any question? (Teacher#1 Observation #1).*

The Teacher only used Bahasa Indonesia once, when she asked the students about local festivities commonly celebrated by Indonesian people. The teacher mentioned the word "lebaran" as example and did not try to translate it into English. But this made the students seemed more understood the question from the teacher. The students also responded the way the teacher forced them to use English positively during the activities.

Most of them used English even in their closed group and looked more confident using English.

Table.3 Teacher #1 Observation Result

Interaction	Initiation		Questioning	0%
			Invitation	0%
			Direction	0%
	Follow-up	To no and incorrect answer	Inform	0%
			Prompt	0%
			Encouragement	0%
			Criticizing	0%
			Ignoring	0%
		To correct answer	Acknowledgment	0%
			Comment	0%

From the table above, it can be seen that teacher #1 only use English (L2) during the classroom observation. In her speaking class, she kept using English (L2) and also required the students to use L2. However, the findings from the interview showed different point of view. She mentioned that sometimes she used L1 in her teaching. The teacher actually agreed to the use of code-mixing in an EFL classroom, especially in the content class. Here is the excerpt from the interview between the researcher and the respondent.

> *R : What language is commonly used in your classroom, Bahasa Indonesia (L1) or English (l2)?*
> *L1: I commonly use English in my classroom but it doesn't mean that I don't use Bahasa Indonesia at all. The percentage of using English depends on the subject that I teach. As an example, in Speaking class, I try to use English almost all the time. However, in teaching other subjects such as Grammar I may use Bahasa Indonesia in explaining complex language features (question#1).*

When the teacher was asked about the function of the code-switching in teaching an EFL class, she mentioned that the function of her use of code-switching is to explain complicated language features (especially in grammar). In addition, Bahasa Indonesia (L1) is important to use in giving example of real language situation. Below is the chunk of the interview result.

> *R: In your opinion, when do you think Bahasa Indonesia is necessary to be used in your class? What are the reasons?*
> *L: I think Bahasa Indonesia is useful to make the explanation clearer, especially when the students don't understand my explanation in English. It is also helpful in simp?lifying the explanation of several complicated language features (especially in grammar). In addition, Bahasa Indonesia is important to use in giving example of real language situation. Let's say when explaining specific terms and examples in pragmatic and sociolinguistic, I will need to give example of language use in Indonesian context (question#2).*

Referring to Hymes (1962) theory of five basic functions about code-switching/mixing, what the teacher mentioned about the function of code-switching in her

EFL class is suitable with the directive, metalinguistic, and poetic function. She applied code-switching in giving direction to the students in the classroom. She also applied code-switching to define some technical terms, paraphrasing others' words, and some metaphors.

3.1.2 Teacher#2

The classroom observation result of teacher#2 revealed different facts from teacher#1. She frequently used code-switching in her ESP class.

Table.3 Teacher #1 Observation Result on the Used of L1 in Teacher-Talk

Interaction	Initiation		Questioning	40%
			Invitation	35%
			Direction	70%
	Follow-up	To no and incorrect answer	Inform	65%
			Prompt	50%
			Encouragement	45%
			Criticizing	56%
			Ignoring	47%
		To correct answer	Acknowledgment	60%
			Comment	65%

From the table it can be seen that teacher#2 often used L1 in her teaching. She explained the material mostly in Bahasa Indonesia (L1). She still used English (L2) in several occasions, such as in questioning, prompting or inviting the students. However, most of the time she used Bahasa Indoensia (L1) in her ESP class.

When the teacher was confirmed about her frequency in using L1 in her teaching, she mentioned that actually she used English mostly in other classes, but in her ESP class that considered to be difficult subject, she preferred to use L1 to facilitate the learning and helping the students to understand the materials. Here is the excerpt of the interview between the researcher and the teacher.

> *R:Code-switching is the process where one particular phrase in a certain language is inserted into another language system. What is your opinion on code-switching in an EFL class interaction?*
> *L#2: A teacher may do Code switching in teaching-learning process to explain the material more clearly. Their mother tongue is Indonesia, so when they have trouble in comprehending the material in English, the use of Bahasa Indonesia is one of solutions (question#6).*

Referring to Hymes (1962) five basic functions about code-switching/mixing, teacher#2 use of code-switching is varied from all the five basic functions from expressive to referential.

3.2 The Students' Perception on Code-Switching in an EFL Classroom

A questionnaire was given to the students to find out their perception on code-switching used by theirteachers in their classroom. There are six open-ended items in the questionnaire asking their perception on their preference, the necessity, the practice by the teacher, the function, and the frequency of code-switching in their EFL class.

From the questionnaire, it was found out that 15% of the students do not like, 46% of the students like, and 39% of the students mentioned that sometimes they like the

use of the code-switching. So, it can be concluded that the majority of the students prefer their teacher to use L1 mixed with L2 in teaching the subjects.

In item#2, the students were asked about their opinion on the reason of the necessity of the use of code-switching in EFL class. From their answers there are five reasons they mostly mentioned in item#2 as follow:

(i)   Explain complex grammar rules.
(ii)   Explain complex concepts.
(iii)   Provide instructions.
(iv)   Practice translation.
(v)   Suggest how to learn English effectively.

Most students also viewed the use of L1 in the classroom so helpful (item#4). They were glad that the teachers sometimes used L1 in their teaching (item#5). In term of percentage of the code-switching in the classroom, most students mentioned that they expected the teachers to use 50% in English and 50% in Bahasa Indonesia (item#6).

From the finding it can inferred that most of the students perceived the use of code-switching positively. They preferred the teachers to use code-switching to explain complex grammar rules, to explain complex concepts, to provide instructions, to practice translation, and to suggest how to learn English effectively. Referring to Hymes (1962), the reasons posed by the students of their preference of code-switching in their EFL class, can be categorized into directive, metalinguistic and referential functions. They like when the teacher explain complex rules and concepts in Bahasa Indonesia (L1) or at least mixed between English (L2) and Bahasa Indonesia (L1).

3.3   Teachers' Main Considerations in Using Code-Switching in the Classroom

The data from the interviews with the teachers reveals that there are some main considerations posed by the teachers in using code-switching in the classroom. Teacher#1 mentioned that her main consideration in using code-switching in her classroom interaction are to make the explanation clearer, to simplify complicated language features, and to give example of real language situation. Here is the chunk of the dialog between the researcher and the teachers.

> *R: In your opinion, when do you think Bahasa Indonesia is necessary to be used in your class? What are the reasons?*
> *L#1: I think Bahasa Indonesia is useful to make the explanation clearer, especially when the students don't understand my explanation in English. It is also helpful in simplifying the explanation of several complicated language features (especially in Grammar). In addition, Bahasa Indonesia is important to use in giving example of real language situation. Let's say when explaining specific terms and examples in pragmatic and sociolinguistic, I will need to give example of language use in Indonesian context (question#3).*

Regarding to what Hymes (1962) proposed, teacher#1 and teacher#2, the main reasons given by both teachers are included into directive, metalinguistic, and poetic functions. In this case, the teachers used code-switching to give direction, to define difficult terms, to paraphrase others' words, to explain metaphors. Besides, the teachers also prefer to insert some jokes, stories, some poetic quotations in L1 into an English- based conversation.

4   CONCLUSIONS AND SUGGESTIONS

In conclusion, regarding the first research question about the functions of code-switching used by the teachers in EFL classrooms. Both teachers considered the functions of code-switching in their classroom interaction necessary and they often switch their language from L2 into L1 in a certain subject especially the content-based subject, but not in skill-based subject. The teachers switched the code from L2 into L1 in explaining, defining difficult words, questioning, directing, encouraging, and commenting. As for the second research questions, most of the students perceived the use of code-switching in their EFL class positively. They considered that the portion of L2 and L1 should be 50% in English (L2) and 50% in Bahasa Indonesia (L1) especially for content-based subject. While for the last research question, the main reasons of the teachers in using code-switching in the class are included into directive, metalinguistic, and poetic functions. The researchers suggest a further study related to the use of code-switching in EFL classroom interaction in a longer time and more participants to present more significant findings on the primary issue.

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LINGUISTIC AND CULTURAL KNOWLEDGE IN TEACHING ENGLISH

I Nyoman Aryawibawa
inyoman.aryawibawa@gmail.com

I Nyoman Udayana
nyomanudayana@yahoo.com

English Department, University of Udayana
Jalan P. Nias 13 Denpasar

Abstract

In teaching a foreign language, e.g. English, while its linguistic knowledge, e.g. grammar, vocabulary, discourse, is certainly crucial to teach, cultural knowledge of the language should not be neglected. The main objective of this paper is to argue why both linguistic and cultural knowledge should be equally italicised by English teachers by referring to some spatial relation evidence in English and Balinese.

Employing monolingual Balinese speakers and using linguistic and non-linguistic tasks, Aryawibawa (2010, 2012) showed that Balinese subjects used absolute systems dominantly in responding the two tasks, e.g. The manisnorth/south/east/west of the car. Given the similar tasks, unlike Balinese subjects, English speakers used relative systems, e.g. The man is to the right/leftof the car as pointed out by Herskovits (1982) and Levinson (2003). The results suggest that language reflects cultural values of people speaking it. Specifically, while English emphasises the importance of ego in describing the tasks, Balinese highlights that of local landmarks, e.g. mountains, for their religious values. Provided with such evidence, English teachers should pay equal attention to both linguistic and cultural aspects in teaching the language with (at least) two advantages: (1) learners will understand thoroughly how English works, (2) learners can avoid linguistic and cultural conflicts in using the language.

To conclude, referring to the findings, it is suggested that English teachers should put equal emphasis on both linguistic and cultural knowledge in teaching the language.

Keywords: relative, absolute, linguistic knowledge, cultural knowledge

1   INTRODUCTION

In most English teaching materials, whether the materials are for teaching English for general, academic, or specific purposes, linguistic aspects of the language dominate the materials. In the Developments in English for Specific Purposes by Dudley-Evans and St John (1998), for examples, they present a multi-disciplinary approach in teaching English for specific purposes. The approach is multi-disciplinary in the sense that it does not only

deal with thorough linguistic aspects, e.g. grammars, vocabulary, discourse, but also other aspects such as language skills, e.g. writing, reading, listening, speaking, needs analysis, course design, course materials, and classroom practice. While the linguistic aspects are dominant in the book, cultural aspects are clearly absent. The main objective of this paper is to point out why both linguistic and cultural knowledge should be equally italicised by English teachers by referring to some linguistic evidence, i.e. spatial relation/frames of reference, in English and Balinese.The English spatial evidence presented in this paper is taken from Herskovits (1982), while the Balineseone refers toAryawibawa (2010, 2012).

2   FRAMES OF REFERENCE IN ENGLISH AND BALINESE

2.1   English Frames of Reference

In describing spatial relations, English speakers, viewing the role of ego is important in describing the world, use a relative frame of reference. The relative frame of reference requires a viewpoint, a located object, and a reference object. In other words, this frame of reference requires triangulation of three points, and employs coordinates based on the speaker's viewpoint to specify the relation between the located object and the reference object. Thus, the English example *The ball is to the left of the tree* illustrates a relative frame of reference. The relative frame of reference relies upon planes through the human body which establish sets of oppositions, i.e., up/down, front/back, right/left. This kind of coordinate system can be considered to centre on the main axis of human body, i.e., front is anchored to the human chest. Having determined the front, the other directions can be found by clockwise rotation from front to right, back, and left (Herskovits, 1982). The use of the main axis of the body is one way to anchor the coordinates. Another possibility is to use human vision, i.e., the direction of gaze in defining "behind". Therefore, the relative frame of reference is closely related to human visual perspective. In short, the role of ego is crucial in English. Therefore, deciding the coordinate system in the relative system is based on human body.

2.2   Balinese Frames of Reference

2.2.1   *Method: participants*

In this section, I would like to identify the concept of using frame of reference in Balinese. The study involved three monolingual speakers of each language, and, following Levinson (2003), both linguistic tasks, e.g. object rotation and asking direction, and non-linguistic ones, e.g. reordering featured and un-featured objects, were used. For more comprehensive methods, please refer to Aryawibawa (2010, 2012).

2.2.2   *Method: research procedure*

I elicited linguistic data for frames of reference using the rotation of objects illustrated by Levinson (2003: 52). Specifically, I used various objects, e.g., a bag, a TV, a chair, a tree, a ball, a bottle, to create spatial relations that require a particular coordinate system to describe such contexts. For example, a ball was put at a chair's front. I then asked my language consultants to describe the location of the ball in relation to the chair in each language. The chair is then rotated 180º. I again asked them to specify the current spatial relation between the two objects in each language.

The non-linguistic tasks I used was similar to the one used by Levinson (2003). The procedure I employed was as follows. I and my language consultant sat at a same table, i.e., the table was in the north-south axis. We were facing each other. I then arranged three different featured objects, e.g., *a toy truck, a toy house, and a ball*, on the

table based on their intrinsic features, i.e., the truck is in front of the house, the ball is in front of the truck, as illustrated below.

Language consultant

⇓

S   a toy house's front   a toy truck's front   a ball   N

⇑

Experimenter
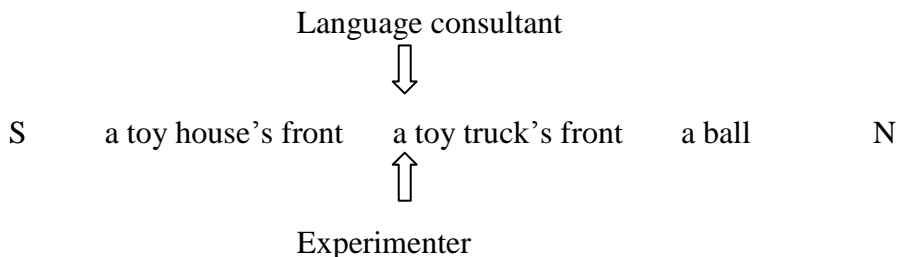
       I told my language consultant to look at the position of the objects and remember it well. After that, I took the three objects and switched seats with him. There is an interval of three-quarters of a minute delay between the stimulus presentation and the rotation (following Levinson). I had a conversation during the delay. The purpose of such an interval is to minimise specific short-term memory effects that could trigger the participants to use relative orientation since a visual image automatically encodes an egocentric viewpoint (Wassmann and Dasen, 1998: 702). But a visual image is normally replaced by new visual information and has a natural decay period of below 30 seconds (Baddeley, 1990: 31 in Wassmann and Dasen, 1998: 702). I then asked him to arrange the same objects exactly in the way he saw them earlier. The response he gave me, for example, was shown below.

Experimenter

⇓

S   a toy house's front   a toy truck's front   a ball   N

⇑

Language consultant
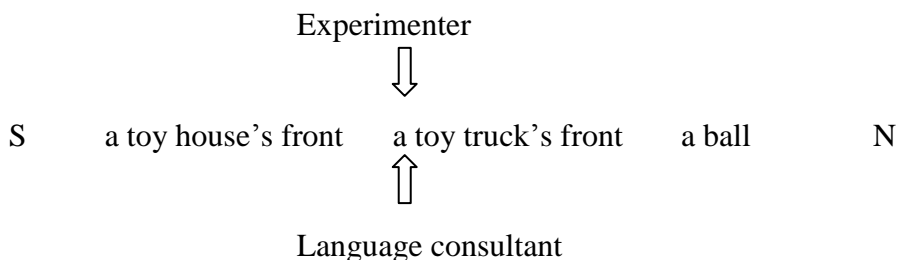
3   FINDINGS AND DISCUSSIONS

For the first linguistic tasks,to specify the spatial relation between the bottle and the chair in these tasks, the cardinal terms are used as can be seen in the following examples.

      (3-1)   botol-e daja-n   kursi-e
             bottle-the   north-lig   chair-th

            "The bottle is north of the chair".

       When I moved the bottle to the south side of the chair, i.e., the bottle is to the left of the chair, the absolute frame of reference was again applied.

      (3-2)   botol-e **delod**   kursi-e
             bottle-the   south   chair-the

            "The bottle is south of the chair".

The dominant use of the cardinal terms can also be observed from the second linguistic tasks I used, i.e., asking directions, in which the terms north, south, east, west are also pervasively used by Balinese speakers as illustrated in the examples below.

(3-3)   Researcher: dije   umah   ye-e   Yan?
              where house   him-the Yan

        "Where is his house Yan?

(3-4)   Participants: uling   umah   Mangaye   **n-kelod**-an
              from house   mangaye   act.-south-loc.

              nyen   tepuk umah Adik   **delod** umah ye-e

              later   see   house Adik   south   house his-the

              "Go south from Mangaye's house. You will see Adik's house.

              His house is south of Adik's house".

Regarding the non-linguistic tasks, for the featured objects, all Balinese subjects' reordering of objects were based on the fixed bearings as illustrated below.

<div align="center">

Language consultant

⇓

</div>

S   a toy house's front   a toy truck's front   a ball   N

<div align="center">

⇑

Experimenter
(Original position of objects)
Experimenter

⇓

</div>

S   a toy house's front   a toy truck's front   a ball   N

<div align="center">

⇑

Language consultant
(Subjects'reordering of objects)

</div>
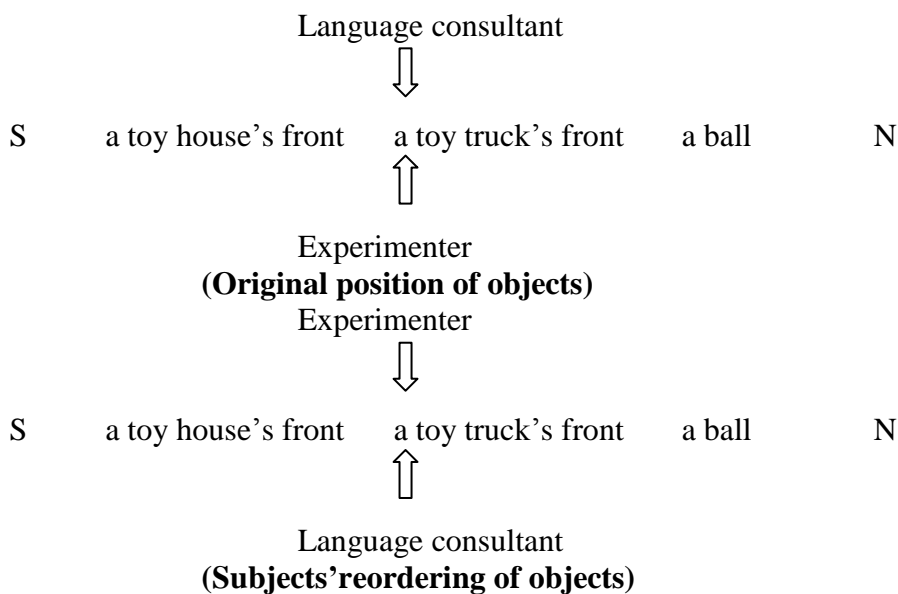
More interestingly, the positions of the objects were exactly the same as the ordering I provided initially which was based on the objects' intrinsic features. This indicates that the results might be affected by the presence of those features, not the fixed bearings, i.e., the absolute frame of reference, per se. To verify this, I provided objects with no intrinsic features to all my language consultants.

The results for the un-featured objects show that it seems that the features of objects do not affect the ordering of objects. All my Balinese subjects ordered the objects using the absolute solution as shown below.

Language consultant

⇩

S   keys   rubber book   N

⇧

Experimenter
(Original position of objects)

Experimenter

⇩

S   keys   rubber book   N

⇧

Language consultant
(Subjects' reordering of objects)
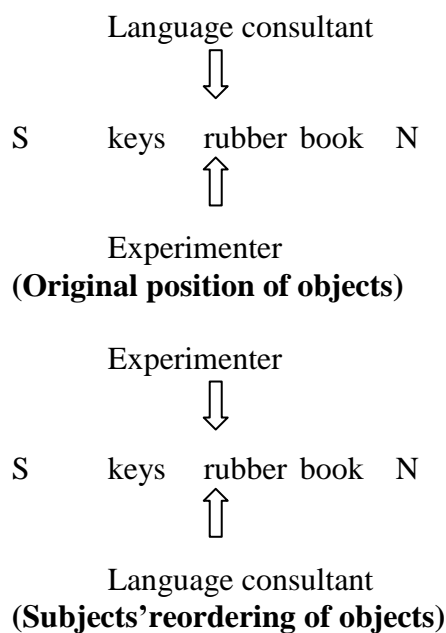
The evidence informs us that a language, i.e. English or Balinese, reflects not only linguistic aspects, but also cultural values of people speaking it. Specifically, while English emphasises the importance of ego in describing the tasks, Balinese highlights that of local landmarks, e.g. mountains, for their religious values. The significant spatial orientation in Balinese is rooted in the Balinese Hinduism belief, where mountains, which are associated with *kaja* "north" or *kangin* "east", are considered as sacred places. Hinduism believes that Gods live there. This belief underlies many cultural practices in Bali in relation to what are considered to be proper positions (Arka, 2005b: 7). For example, when someone is sleeping, his or her head must be towards the north or east side of the room or bed. Another example is when someone is building a family temple, it must be located at the northeast of the compound. Besides, the temple site is more elevated than other buildings in that compound. Unlike mountains, the sea is considered as a "lower place", hence a non-sacred place. Seas are associated with *kelod* "south".

4   CONCLUSIONS AND SUGGESTIONS

The findings show that English speakers employ the relative frame of reference dominantly, while Balinese use the absolute system. Quite interestingly, the distinct uses of frames of reference in Balinese are not only a matter of using the systems in different ways, but in fact affect the cognitive functioning, i.e., recall memory, of the Balinese speakers as can be drawn from the results of the non-linguistic tasks.

Given such evidence, both linguistic and cultural knowledge should be given equal emphasis in teaching English as a foreign language. It is then suggested that the cultural knowledge should be included in English teaching materials for the fact that English contain cultural values in addition to its linguistic significance.

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PERSPECTIVE TOWARD GRAMMAR TEACHING: A CASE STUDY IN THE ENGLISH DEPARTMENT OF UNNES

Arif Suryo Priyatmojo
arifsuryo.unnes@gmail.com

State University of Semarang

Abstract

Grammar becomes one affecting factor for a successful communication. Hence, those who actively concern with grammar teaching have tried to use different grammar teaching approaches from traditional into communicative approach in order to enable language learners to have sufficient knowledge of communication. The effects of these changes have often been ignored by the grammar lecturers to what approach is accepted by the students. The objective of the study is to describe the perception of the lecturers and students toward grammar teaching. This is an instrumental case study conducted in two grammar classes consisting of 43 students at the English department of UNNES (State University of Semarang). The main instrument used was interview. The result shows that the students do not concern about what to emphasize in the grammar class whether form or meaning. Indeed, they need to study grammar to improve their communicative competence. The finding also describe that two most difficult grammar are tenses and modal which are affected by the difficulties to find the context. This suggests that grammar lecturers need to concern both grammar teaching approach and the students' grammar learning.

Keywords: grammar, grammar teaching, UNNES

1   INTRODUCTION

Grammar teaching has changed in decades from the most widespread traditional grammar into the most adopted grammar approach in Indonesia - functional grammar in recent era. The traditional grammar was criticized for its prescriptive way to decide correctness and incorrectness based on the behavioral psychology focusing on correct language habits. Then, the functional grammar now is considered to be the most acceptable grammar for communicative purposes as it focuses more on meaning. This change also affects how the English lecturers emphasize the grammar teaching for the language learners. As a result, it takes into consideration whether the change of grammar teaching affects those involved in the teaching and learning process especially the students' outcome in comprehending grammar knowledge.

Grammar becomes one component of language learning success besides the four main skills. This component enables the language learners to express ideas, opinions, thinking, etc. through spoken and written language. The language learners at the higher education, especially those learning English as Foreign language (EFL) have language knowledge prior to coming to the English department as they learned English for years in

the lower education levels through focusing on language features of English genres (English text types). Meanwhile, the lack of students' grammar competence has become a current discussion for many English lecturers as it can be seen from the students who encounter problems in doing communication through spoken and written language. This is such an unresolved phenomenon.

Some identified factors are (1) change of English grammar teaching focusing on forms into meaning, (2) varied grammar knowledge of the students which indicates that the students have problem in acquiring grammar and (3) insufficient time for the students to learn more materials given by the lecturers which affects the different comprehension of grammar between one student and the others.

Two studies of the grammar teaching have been conducted by researchers such as Dkhissi (2004: 145-153) and Pazavar and Wang (2009: 27-53). The study by Dkhissi describes grammar teaching methods used by the English lecturers and ways to solve problems found in the grammar class. The study was conducted in Maroko. The result shows that problems were found during grammar teaching such as inconsistency of grammar teaching methods, less communicative grammar books, and students' weaknesses in comprehending grammar. Dkhissi proposes a new method of grammar teaching called as EPI (exploration, production and integration). The second study was conducted to describe perception of Asian students toward grammar teaching. There were 16 students coming from different countries who became the subject of the study in Canada University. From the result it can be found that the students have different perception toward grammar teaching even though they were from the same cultural background (Asian countries). This perception is affected by different prior language, language comprehension, academic needs, and future orientation.

The two studies focus on two different emphases. In the first study, the focus was on the grammar teaching method and the second study was on students' perception toward grammar teaching. Most studies of grammar teaching focus more on how the students study grammar to what appropriate teaching method, and on how the English teachers use acceptable grammar focus. Furthermore, few has conducted the study about how the perception of language learners and language teachers toward grammar teaching especially the grammar learning process. The scarcity of information on the perception in Indonesian students taking grammar is regrettable as it is the evidence of the grammar teaching process. This study attempts to contribute to the description of perception toward grammar teaching in the English department, State University of Semarang (UNNES). It examines both the lecturers and the students in grammar classes. Also, the study will benefit the knowledge base of grammar teaching.

2 METHOD

Here, the study emphasis on the research method used which involve methodology, research site, instrument of the study, and data collection as well as data analysis.

2.1 Methodology

This is an instrumental case study focusing on perception toward grammar teaching from both Grammar lecturers and students.

2.2 Research Site

The study was conducted in the English department, State University of Semarang where two Grammar lecturers were chosen as the subjects of the study. Both of them have been Grammar lecturers for years and are assigned to teach grammar. Before the study was

conducted, they had agreed to fill the consent form. They agreed to be involved in the study in order to find out their perception toward grammar teaching. There were 43 students from both classes and they were also involved in the study after filling out the consent form. To avoid misunderstanding of the study, I asked them not to mention their identity.

2.3 Instrument of the Study

To get the data in order to find out the perception toward grammar teaching, I used interview. The interview was conducted after the grammar classes ended as it took times to collect data from many students and also two grammar lecturers. In avoiding varied responses for its large numbers of participants, I guided the interview.

2.4 Data Collection and Analysis

The following is the research steps in conducting the study:

Figure 1. Research Method (Creswell, 2007)

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┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│ Identification of a │ ───► │ Preliminary Access │ ───► │    Sampling      │
│    case/ cases     │      │                  │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
                                                              │
                                                              ▼
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│   Categorization   │ ◄─── │  Report Finding  │ ◄─── │  Data Gathering  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
        │
        ▼
┌──────────────────┐
│ Storing and analyzing │
│       Data        │
└──────────────────┘
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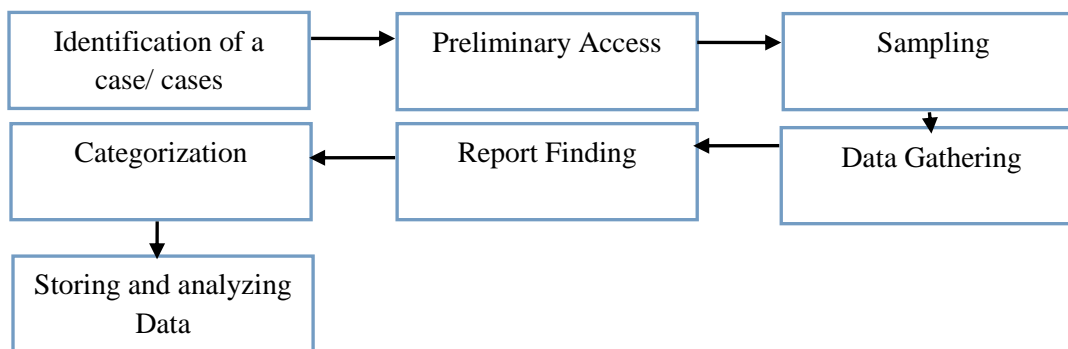
3 FINDING AND DISCUSSION

The finding and discussion describe the perceptions toward grammar teaching by the students and lecturers from three main topics based on the interview covering the significance of grammar, constraints toward grammar teaching and grammar learning materials considered easy.

3.1 Students' Perception

3.1.1 The Significance of Grammar

All students have the same idea that grammar becomes a significant course to learn, and it is a must for all English learners. Furthermore, all responses can be identified into four main views from the students. The first group argue that grammar is significant as it is the basic skill to learn. It is impossible to master English without having sufficient knowledge of grammar. The second group mention that grammar is related to the writing skill. The students can produce correct sentences by having grammar knowledge. They can arrange the sentences systematically by identifying pattern or formula as well as form. The third group responds that grammar is also interrelated with speaking activities. To the students' mind, to be native-like grammar is important. It is interesting that some students cannot identify the differences among spoken and written language. Speaking fluent English needs grammar utterances. Then, the last group note that grammar is

difficult material to learn, but it is a course to be taken by the students. The students different perception can be seen from the following table:

Table 1. Students' Different Perception

	1st idea	2nd idea	3rd idea	4th idea	No idea
Number	24	9	4	2	4
Percentage	56%	21%	9%	5%	9%

The students' responses toward the significance of grammar can be seen from the followings:
Group 1

    (i)   Grammar is the most important to learn beside vocabularies.
    (ii)   Grammar is important and it is like a foundation of home, so we should learn and
    (iii)   master it in order to make our English better and right.

Group 2

    (i)   I think grammar is significant to learn and master because with grammar we can use the right pattern/ structure of sentences for academic purposes.
    (ii)   By studying grammar everybody can know the correct structure of arranging sentences.

Group 3

    (i)   We can speak like a native.
    (ii)   If we understand grammar well, we can make a conversation and communication with other people.

Group 4
        1. Because we are in the English department.
Based on the interview, most responses describe the importance of grammar related to its significance for writing improvement. The students have ideas that grammar knowledge improves the students' sentence construction. Moreover, some students also commented that grammar knowledge also improves their speaking skill as to be native-like they need grammar.

    It can be inferred from the findings that the students do not concern how the Grammar lecturers teach in the class. They also do not focus the emphasis of grammar teaching whether focusing on form or meaning. Grammar teaching should help them to improve their sentence construction and speaking skill.

3.1.2   Constraint of Grammar Learning

Grammar teaching emphasizes on five chapters: tenses, modal, passive, gerund infinitives and singular plural. The main materials used are taken from the same books from both Grammar lecturers. It is a grammar book by Betty Azar entitled "Understanding and Using English Grammar". The following is the table showing the students' perception to what learning material which is considered from the easiest until the most difficult:

Table 2. The students' perception of grammar material

	T*	M	P	G & I	S & P	NR
Number	19	11	0	6	1	6
Percentage	44%	26%	0%	14%	2%	14%

Note:
T   : Tenses
M   : Modal
P   : Passive
GI   : Gerund and infinitives
SP   : Singular and plural
NR   : No response

From the table, it can be inferred that tenses and modal become the most difficult learning materials to learn by the students. Tenses are thought to be the most difficult learning material due to similar reasons. For example, identifying the correct use of tenses, language learners need to see not only the formula but also the context. One example is how to distinguish between 'present perfect' and 'present perfect progressive'. It is also agreed by some other students. Other also commented that too many tenses need to be memorized. Moreover, a student stated that he did not get sufficient form-grammar focus in the previous learning experience prior to coming to learning English from which he found difficulties to identify one tense and others. In the material book, we can see that Azar does not provide the formula how to construct the correct sentences using particular tense formula. She just wrote down examples and also the context why a language learner needs to use a particular tense than others. In one hand, it does not produce difficulties for the fast learners and on the other hand those who have insufficient grammar knowledge say that it is not easy if not provided with the formula. The students responses can be seen from the following interview.

Tenses:

(i)   Because we should choose appropriate tense to a sentence based on the context. For example, in perfect tense sometimes there is an exercise that confuses me to take present perfect or present perfect progressive.
(ii)   The most difficult material is tenses because sometimes I am confused to distinguish the tenses in different situation.
(iii)   Tenses have many complicated formula.

Then, modal is also uneasy for most students. The students have actually been familiar with the modal usage since they learned this material. Furthermore, they learned and used modal only for simple purposes as stated in the school curriculum such as how to use particular modal to show some expressions such as sympathy, possibility, advisability, prohibition, necessity, etc. Here, the students also learn how to use more acceptable modals based on different context of situation realized by degrees or percentage such as when to use must, might, and could. The context has become the identifying element. Some responses are given in the followings.

Modal:

> (i) Sometimes I got confused whether I chose this modal or another. It takes some times to understand the context of sentence before I fill the blank out with the modal.
> (ii) I am confused which modal to use.
> (iii) There are many kinds of modals and their own usage in certain conditions such as how to use might/can/must, etc.

3.1.3 What part of Grammar is easy for the students?

In spite of describing the students' responses toward which grammar materials considered uneasy for them, the following table also describe their perception about what material easy to be learned. The easiest one is singular and plural. The most common reason given by the students is that they already learned this material since the first time learning English (learning experience). At the elementary school, the teacher taught basic singularity and plurality. Then, this material can be identified easily by its forms such as suffixes. Another material considered easy for the students is passive voice. They say that passive is easy to learn since the patterns of all passive forms are similar and easy to remember. Interestingly, there are 19% who did not give response even a single response. One student only mentioned that no one is easy from the material. All responses are described by the following table.

Table 3. Students' response toward the easiest grammar material to learn.

	T*	M	P	S & P	NR
Number	5	4	11	15	8
Percentage	12%	9%	26%	35%	19%

Note:
T   : Tenses
M   : Modal
P   : Passive
GI   : Gerund and infinitives
SP   : Singular and plural
NR   : No response

3.2 Lecturer's Perception

The interview addressed to the lecturers covers 1) what teaching method employed, 2) what to expect from the students in grammar class, 3) how to assess the students comprehension in grammar class, 4) difficulties encountered, 5) and factors which affect the students' success in grammar class.

Lecturing has become the only teaching method used by both lecturers. They have an argument that most of the students can not understand the material if they have to do it by themselves. They need lecturer's guidance to avoid misunderstanding. In fact, most exercises are left empty as the did not know what to fill and the did it in the class even they had already been ordered to do all exercises. The lecturers expect the students to read the materials and do the exercises at home before having discussion with the lecturer in the class. The students need to be self-motivated and self-prepared with grammar teaching as it covers a lot of materials. Then, to asses the students comprehension the lecturer asked the students to do the exercises provided in the book as

it consists of theory and exercises. Furthermore, both have problems in grammar teaching. First, the lecturers have to teach five chapters in 14 meetings and the students have different perception toward each difficulty for each chapter as mentioned in the previous findings. Based on the tables describing students' views toward the materials, it can be seen that the students have different difficulties. Some students are easy to learn a particular grammar material, but not for the other materials. Second, the lecturers view that the students are too lazy to study the materials at home as the did not do the instruction given by the lecturers. As a result, it gives another challenging task not only to teach but also to asses. One grammar lecturer also states that they have been using the main book as instructed by the other senior lecturers. She is reluctant to have other grammar learning materials which best benefit the students' learning process.

Furthermore, according to both lecturers the students' cooperation in doing the exercises at home will enable the lecturers to review the materials in class without checking one by one the students' work as it takes times to do. The lecturers also wonder why this problem happen for years as if nothing has been done to solve these problems. The followings are some responses given by the grammar lecturers:

> *R: What teaching method used:*
> *L: Lecturing*
> *R: Why?*
> *L: Because without my guidance, the students can not understand the grammar materials.*
> *R: What do you expect from your students?*
> *L: Reading is the main activity for the students and doing exercises is their main activity at home. It is done before coming to the class.*
> *R: Do you find difficulties?*
> *L: Yes, of course. I need more time to finish all materials. And the students are so lazy to do all exercises. Why should I give all the answers for all the exercises. It seems that they have less motivation to do the exercises.*
> *R: What factors affect the students' success?*
> *L: Their cooperation by doing the exercises at home. If they do this, I can easily review the materials in class.*

4   CONCLUSION AND SUGGESTION

Grammar is the basic element of English which affect the students' communicative competence. Researches have been conducted to find out which grammar teaching as the most suitable approach given for the students, but they do not help the students' grammar comprehension. In one hand, the students need sufficient grammar knowledge and on the other hand they need it to do communication with others. It is impossible to communicate without having sufficient grammar knowledge, and it is a must for the students to be able to communicate after learning grammar. Hence, meaning and form are interrelated. Grammar lecturers need to find out what are exactly happening to the students' learning. Based on the finding the students mostly have problems with tenses materials as they are too complicated to learn. The lecturers and students also need sufficient times (time exposure). The lecturers also need to focus on the most difficult ones, and they should not only teach the whole materials as not all students can cope with the whole grammar materials. They are also required to know the students' grammar comprehension one student and the others as there are many grammar re-takers for each semester course

which indicates that the students have problems in grammar class and it needs the lecturers' attention.

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PROMOTING PROJECT FOR ENHANCING STUDENTS' SKILL

Fajria Fatmasari
fahma.fahd@yahoo.com

Polytechnic APP
Jl. Timbul no. 34 Cipedak, Jagakarsa, South Jakarta

Abstract

As ASEAN Economy Community has declared to be started by the end of 2015, it is big opportunity for any worker candidates around ASEAN countries to take part in other countries, including Indonesia. It becomes a big challenge for a university or vocational school to prepare its students becoming qualified worker candidates with a great communication skill, especially in English, as it is the acceptable language for countries worldwide (lingua franca). Based on the phenomena, there were many methods introduced for enhancing students' communication skill in English, especially for those who were not majoring in English Department. Here, project was promoted for exploring skill of freshmen or first year students through building a business plan. Business plan was chosen for the ease in developing their interestby implementing basic theories into some points. They were description of product, human resource, marketing plan, and financial projection. It was well understood that the process of making the business plan also required the skill for seeking the data through internet. Thus, the students combined all skills to finish the project. The project were presented orally and obtained comments from reviewer and audience. There were benefits be taken: (1) Students were accustomed to bring out their words by transferring theories into the plan; (2) Students were doing self-learning of passive skill by sequencing supervisory; and (3) Students were invited to communicate actively, through written business plan and oral presentation. Still, it needed improvement due to specialty of the university, college, or vocational school.

Keywords: project, students' skill, vocational

1   INTRODUCTION

ASEAN countries has declared to have a community named ASEAN Economy Community, which has assigned to have free flow of skilled labor started from the end of 2015 (ASEAN, 2014). Thus, the countries have some actions to do. They are facilitating the issuance of visas and employment passes for ASEAN professionals and skilled labor who are engaged in cross-border trade and investment related activities. This actions also supported to develop core competencies and qualifications for job/occupational and trainer skills in the some service sectors. It also needs to strengthen the research capabilities in terms of promoting skills, job placement, and developing labor market information network among ASEAN members (ASEAN, 2008).

It may become serious concern because foreign workers may be able to take part in job occupancies available in other countries, including Indonesia. It indicates that the situation encompasses to be more competitive in gaining job. The competitiveness of gaining job needs a concern of stakeholders to create good qualification graduates. It becomes a big challenge for a university or vocational school to prepare the students to be qualified, both in academic competency and also in language ability as well, especially in English, as it is the acceptable language for countries worldwide (*lingua franca*).

For any universities or vocational schools which are not majoring in English, there is strong demand to apply good teaching and learning method to attract the students in studying English. It is because the students often ignore subjects which are not being core subject to their department. Thus it needs effort from the lecturer to create more interesting atmosphere in the process.

Project-based learning (PBL) is different from traditional instruction because it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real world situations (Solomon, 2003; Willie, 2001).In particular, Project-Based Learning (PBL) activities can be characterized as follows (Simpson, 2011). First, it focuses on content learning rather than on specific language patterns, is student-centered so the teacher becomes a facilitator or coach; secondly, it encourages collaboration among students, leads to the authentic integration of language skills and processing information from multiple sources; next, it allows learners to demonstrate their understanding of content knowledge through an end product (e.g., an oral presentation, a poster session, a bulletin board display, or a stage performance), and finally, it bridges using English in class and using English in real life context. Hence, Project Based-Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Essential elements of PBL (Larmer and Mergendoller, 2010)include (1) Significant Content - At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects; (2) 21st century competencies - Students build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed; (3) In-Depth Inquiry - Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers; (4) Driving Question - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration, (5) Need to Know - Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity; (6) Voice and Choice - Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience (7) Critique and Revision - The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry; and (8) Public Audience - Students present their work to other people, beyond their classmates and teacher.For those reason, project could be applied in English teaching and learning in vocational school, especially to those majoring in management. Planning a business can be a topic of the project.

For those reason, project could be applied in English teaching and learning in vocational school, especially to those majoring in management. Planning a business can be a topic of the project. The business plan is the product of a strategic thinking or planning process. The strategic direction developed in that process can then be

communicated in the form of a business plan to lenders, potential investors and associates within company. The development of a strategic direction is a critical step for company (Nunn and McGuire, 2010). As it is a set of plan for running a business well, business plan are given in the form of some points to be explored.

As stated in www.shell-livewire.org, an official website to welcome candidates for joining the business plan competition, a business plan needed the existence of business profile, products or service to be sold, marketing plan, management and organization, break even analysis, financial forecast, sensitivity or risk analysis, and financial requirement.

1.1   Objectives of the Project

The project was multidisciplinary, which encouraged students to seek the information from other lessons. The project would have an overview to other subjects which then be written in the form of business plan. The purposes of the project given were: (1) Exploring knowledge from courses taken; (2) Build creativity for establishing business plan of each great ideas; (3) Arrange the mind to be structured and sequenced; and (4) Enhancing the skills of language ability.

2   METHOD

The article was based on the experiential research done in several classes for 2 years in a vocational school majoring in management.Experiential learning refers to the organization of the learning process on the basis of the pedagogical principle of "learning by doing", which means that learners acquire knowledge after having experienced or done something new (Kotti, 2008). Experiential learning is related to the project method. The project method is "a natural extension of what is already taking place in class" (Stoller, 2002). In order to promote active learning, Project-Based Learning (PBL) approach was introduced to engage first-year students in learning English. The main objectives are to expose students to experiential learning, and to provide them an overview of activities involved in valuation profession (Turgut, 2008).

This was qualitative research which aimed to explain promotionof using project as a method for teaching English for at least diploma level. The level was chosen for some reasons; (1) the students were gaining basic level of English in the previous education level; (2) Business English was introduced to the students due to the specialization of vocational school, and finally (3) The students were had been gaining understanding about some basic theories of management, thus it will not so difficult to arrange a business plan. Qualitative analysis was chosen by analyzing the experiential learning and was supported by literature which was still in correlation with.

3   FINDINGS AND DISCUSSION

3.1   The Stages

The business plan was referred to small business so that there was a simple business plan for the level of students. Since it was applied in the teaching and learning process, there were sequence processes. It employed introducing - modeling – actualizing – assessing.

3.1.1   *Introducing the Project*

This stage up on the teacher gave the introduction of giving a task in the form of business plan. The business plan was announced to be done individually and

can be finished in at least rest of semester. It was driven from several basic theories which may be achieved in previous and existing semester in other subject.

Figure 1. Steps in Building Project

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┌─────────────┐    ┌─────────────┐    ┌─────────────┐    ┌─────────────┐
│Introducing the│ ⇨ │  Modeling   │ ⇨ │Actualizing into│ ⇨ │Assessing through│
│Project at class│   │ the project │   │ self -project │   │oral presentation│
└─────────────┘    └─────────────┘    └─────────────┘    └─────────────┘
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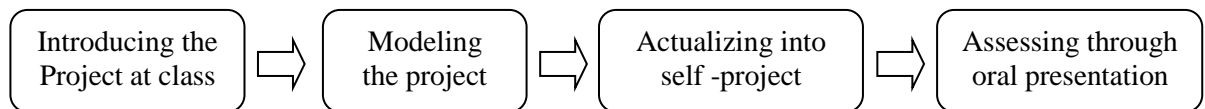
In giving introduction, lecturer needed to give additional information about timeline to establish, method, and progress report. Timeline of the project was one to guide pupils in finishing the project on time. Without it, pupils could be overwhelmed in managing time in the project. Method was introduced as the guidance in getting information or datawhich were supporting ideas to be developed. Whilst, progress report of the project was important in order to find the lecturer's expectation and the real progress achieved by pupils.

3.1.2 Modeling

Business plan modeled the plan who employed dimensions for running the business in small scale, which might encounter company profile, marketing plan, operation, and financial prospective. It would be described into its chapters, depend on the core business chosen.

In modeling stage, the lecturer gave any explanation of each points and the description as well. The business plan covered, at least, these areas: (1) products and service sold, (2) marketing plan, (3) operation, and (4) financial prospect. The areas mentioned then be elaborated into units of business plan.

The units covered these following:

a) Company profile
   It was underlining the profile of business owner, products or service chosen to be sold, and other items which are still reliable for this unit. In the unit, pupils needed to elaborate their argument in choosing items to be sold, whether it was their interest or other reasons.

b) Marketing plan
   In this unit, it was discussed about market analysis, which covers consumer profile who became the target and competitor, also marketing strategies to be done in marketing the products or service they made as well. Marketing strategies employed were based on the theories of marketing.

c) Operation
   In the unit of operation, it was modeled of production and human resources involved in the project. First, it talked about the process of the product or serviced of which it might be resulted. The material and tools needed in the production would also be explained in the session. Secondly, the way of managing people involved was discussed, start from the human resources needed, the wage, until the job description of each personnel. It was also about working culture of the company.

d) Financial Prospect
   In the units, it was underlining the *cash in* and *cash out* in the running the business. There were prices, prospective units to be sold in a period of

time. Thus pupils were able to count income in a period of time which would be compared to expenses needed. The output of the session was the profit or loss statement completed with the simple cash flow.

The model could be developed deeper into a complete business plan based on the knowledge of students. The stage could be done through printed media or digital one. The lecturer was able to show the model of business plan into graphics which can be seen on the screen. Itwas also given by spreading written model to each student.

3.1.3 Actualizing

Actualization of ideas into a business plan referred to the activities done by the students in order to compiling information until present it in the front of audience.In the paper, project comprised individual work and group work. Discussion about each criterion practiced in group, while the project was finished by each student as everyone had different interest to run in business. It was fully activated the students to digging the potential inside in actualization stage. The students completely worked for their own masterpiece with supervisory teaching from the lecturer. In the stage, there were processes in arranging the business plan. Actualization encompassed seeking a great idea, group discussion, write individually, supervisory, and finalization. The following were illustration for the stage:

a) Creating great idea was the first thing to do in planning a business. It could be encouraged by showing video of some running business and discussing the essential point of the video.
b) Pupils were having group discussion about things related to a business plan and stage they should pass.
c) The result of discussion then be interpreted personally, depends on their own interest.
d) Finally, the pupils wrote his interpretation into a good business plan which was gaining coaching/supervising done by lecturer.

3.1.4 Assessing

The assessment was done through oral presentation in front of audience and reviewer. Audience here referred to other students who did not get turn on the day of performance, whilst reviewer was the lecturer. In this stage, lecturer should place himself to look over the complete project and give feedback and clarify what had been written.

Business plan contained all units developed by the students. There were indicators to help the lecturer in assessing the project by oral presentation:

Table 1. Scoring Checklist

Oral presentation	Indicators	Written paper	Indicators
performance	Verbal: Clarity of the content Pronunciation Appropriateness Non-verbal: Gestures, Posture, Expression, Mimic	Unity of writing	Clarity Spelling and translation Cohesiveness among units Grammar
appearance	Appearance (dress, make up, hairdo) Behavior	Ideas	Novelty and development of the idea Supporting data

3.2 Lecturer's Role

Bringing out the great idea of the students into final realization, the lecturer placed themselves upon the stage passed through. Here are the roles to be posed; (1) Instructor, lecturer gave the instruction to pupils in establishing the project; (2) Facilitator, facilitating and bridging knowledge multidisciplinary by giving a good model of the project; (3) Supervisor and reviewer, supervising the progress of the project was not be able to separated in the role of the lecturer, then the lecturer could give feedback to the work made by pupils due to the role of reviewer; (4) Tester, the last role to evaluate paper and presentation don by pupils. Further, the lecturer helped the students in collaborating idea into written business plan which may contain a special term in economy.

Figure 2. Role of Lecturer

stage 1	stage 2	stage 3	stage 4
•instructor	•facilitator	•supervisor	•tester
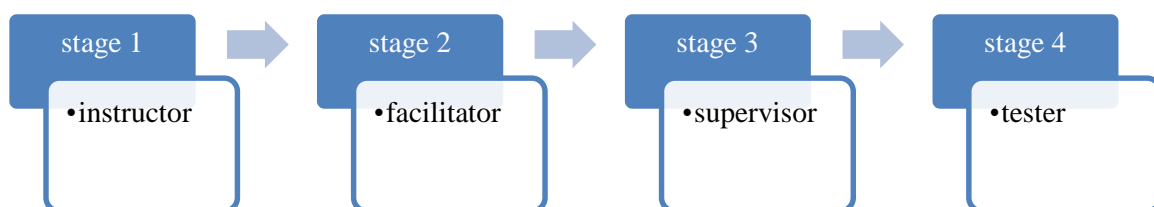
Based on the illustration, it needed the skill of the lecturer to play the role according to the stage passed. Whenever wrong role appeared in the wrong stage, there would be stumble in the process. For example, when in the stage (1) introducing the project the lecturer play the role of tester, pupils would be not be able to record information about the project. Thus, the project would go nowhere

3.3 Skills to Achieve

Finishing the project needed sequence of time and efforts. Within the time, there were skills to be explored. Both of passive skill and active skill were achieved automatically through doing the project. Passive skill expected to excellence listening and reading skills. Besides, there were also active language skills to be resurrected. Thus, listening, reading, speaking and reading were activated to achieve their goal in making the project.

First, listening skill was sharpened by discussion and listening to the instructions given. Discussion in group would give responses or feedbacks to the project. There would be questions and answers appeared in the discussion. If there was no achievement of listening skill, there would be something missed. The reading skill, then, was achieving in gaining information through media such as internet or other literature to be compiled in the project. Based on this, there was also technology literacy achieved. In reading, pupils could do some methods, for example skimming the article for seeking supporting data or proof reading the final draft. This was to ensure that there were no errors in spelling or misplacing information in the project.

Besides, there were also active language skills to be resurrected. They were speaking and writing skills. Speaking skill could be achieved through presenting the project orally, while there would be discussion session inside. It also could be arise in analyzing the market by communicating with consumer to be, in order to gain expectation of them. Before, speaking skill of English was emphasized through discussion in group in discussing unit by unit should be elaborated in the project. And, writing skill was able to be achieved by transferring ideas and information into the written paper. It was seen to be the hardest, as it needed deep thinking to write words by words into the plan. It took time to reread to avoid grammar error, translation and misspelling.

3.4 Benefit of the Project

Applying project as a way to achieve skills in language ability was real a challenge for both the lecturer and the students. They were asked to explore their potential in establishing business plan. However, there were benefits be taken:

(1) Students were accustomed to bring out their words by transferring theories into the plan. The first year pupils had been get some basic theories of management and business. All would be only theories unless they were applied in a project. To activate the mind of those theories, business plan was seen as a good way. Here, pupils needed to arrange all dimension of management and brought up their mind into real project which was able to run.

(2) Students were doing self-learning of passive skill by sequencing supervisory. By developing the project, pupils were asked to complete all tasks given. Listening and reading were activated in obtaining supporting data the project through any media, such as computer, internet, newspaper, or other literature. This activity was looked over by the lecturer in order to get perfection. Sequence of supervisory was done in the classroom or outside, and it would be over a meeting before oral presentation. It meant that pupils got the final draft to be presented with all data supported.

(3) Students were invited to communicate actively, through written business plan and oral presentation. In the stage of assessment, pupils were asked to do some activities. They needed to submit full business plan which passed several review and supervising, and present the plan in the front of others. Within the session, pupils were asked to answer all questions coming from the audience related to the project they had finished.

Comprehending all things they wrote was important to do, as understanding items meant that they had accomplished the mission. In communicating, pupils were also notified that non-verbal communication was needed to achieve as well as the verbal one. Caring of non-verbal communication would support all verbal said by presenters.

These activation was needed in chasing the deficit of language ability compared with other ASEAN countries which has been applied English as a second language. This method was also able to increase the number of entrepreneur in the country.

3.5   Difficulties

Developing business plan as the project to enhance students' skill brought any challenge for both lecturer and students. Difficulties found in years this project applied as follows: (1) Project needed consistency, because it took time and mind of the participants; (2) It was difficult to control data or information obtained by pupils. Thus, sometimes it was overwritten; (3) It needed lecturer's knowledge in other subjects in order to arrange the plan based on those theories. The lecturer would be seen as "superior" who knew all things beside English; (4) There were still errors in translating. Sometimes students used an application to translate the arrangement from their mother tongue. However, there were no sophisticated tools which could avoid human error. Error in input the words caused wrong translation or the sentence looked strange or jumbled. It was inevitable in translating some economy terms, which could cause terrible damage in arrangement.

4   CONCLUSION

Project could be developed based on the major studies applied in an university, Polytechnic, or other vocational school. Since it was applied as business plan, pupils of the schools were invited to activate basic theories of management in English. It was seen as effective way as the students achieved passive and active communication skills by the project

From the project, there were benefits could be taken. Make a habit of actualizing idea into written project gave good impact to pupils to elaborate. It also activated the skills which emphasizes on the passive and active communication. It could enhance pupils in the country in seeking the same level as other ASEAN countries which have been applied English in daily life. Last, some pupils run the business based on the business plan they made. It would improve motivation of pupils in creating job instead of being job seekers.

Nevertheless, notifying that every school had its core, project based learning could be developed. It would be based on the specialization of the campus to arrange the project so that it would give significant impact in applying theories through practice actively.

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AUTHENTIC MATERIALS IN CRITICAL READING ACTIVITIES

Ila Amalia

ilaamalia0401@gmail.com

IAIN "SMH" Serang Banten

Abstract

Having critical reading skills is very crucial especially for university students. These skills are needed not only for learning the lesson but also for everyday life. Unfortunately their skills are not aduquate to meet the challange they are facing. This action research is aimed at promoting critical reading ("thinking" while reading) skills using authentic materials among the students. This research also want to reveal the students perception on using critical reading skills in reading activities. Nineteen English Education Department students who took Reading IV class, participated in this project. There were three cycles with three different critical reading strategies were applied. Meanwhile, the authentic materials were taken from newspaper and internet articles.

From the result, it was revealed that the use of critical reading strategies along with the use of authentic materials can improve students critical reading skills. It could be seen from the improvement of each cycle. The observation result showed that in the cycle 1, the students critical reading skill was 54% (fair), in cycle 2 the students critical reading was 68% (avarage), and in cycle 3, the students critical skills was 82% (good). Also, based on the critical reading skill criteria, the students critical reading skills had improved from 40% (nearly meet) to 80% (exceed).Meanwhile, from the students' perception quesionaire it was shown that 63% students agreed tht critical reading activity using authentic text could improve critical thinking and 58% students agreed that doing critical reading activity could improve reading comprehension.

The result had the implication that the use of authentic texts could improve students' critical reading skills if it was taught by performing not lecturing them. Selectively choosing various strategies and materials can trigger students activeness in responding to a text, that eventually shape their critical reading skills.

Keywords: Critical reading, authentic text, perception, critical reading skill

1 INTRODUCTION

Having critical reading skills is very important especially for university students. These skills are needed not only for learning the lesson but also for everyday life. Unfortunately, their skills are not adequate to meet the challenge they are facing. Having competency in

English and the ability to read critically, will give benefit to the students to survive in the competitive world. In the academic life, students must have good skills in reading in order to successfully understand the subjects or lectures. Meanwhile, for non-academic purposes, their reading skills are very useful for absorbing written information which is usually presented in the form of: text messaging, newspapers, magazines, advertisements, brochures, and many more.

At university level, especially at English Education and Teacher Training of IAIN "SMH" Banten, Reading is one of the English skills that is learnt by the student besides other skill such as, Speaking, Writing, and Listening. This lesson is taught from second semester until fifth semester. The students who take Reading lesson are assumed to have advanced reading skill since they are in the university level. In fact, during the two semesters the researcher taught Reading subjects, it seems that their reading proficiency is still low. It can be seen from the classroom activities which require students' participations. The students' respond to the text is mostly very slow and they have less initiative and participation when doing the more complicated reading task. Having such problematic situation, the researcher intends to familiarize the students with reading activities that required more critical and analytical thinking skill that is critical reading.Based on the above explanation, the writer conducts a research on how to promote or develop critical reading skills among the students of English Education Department by using authentic texts material. Specifically, the purpose of the research is: (1) To know the use of authentic text materials in improving students' critical reading skills in EFL class, and (2) To know the students' perception of the using authentic text in improving their critical reading skills.

Critical reading refers to careful, active, reflective and analytic reading. Critical reading has been defined as learning to evaluate,draw inferences and arrive at conclusions based on the evidence (Zintz, M. V., and Z. R. Maggart in Tabrizi, 2011). One method that promotes critical reading involves the use of authentic texts the class. Authentic texts such as newspapers, magazines, television, and radio can motivate students to develop criticallistening and reading skills.Critical readingis a complex thinking technique that involves discovering and taking apart an author's meaning,evaluating the author's meanings based on established standards, and incorporating themeaning into the ideas that the readers already know.[2] Critical reading goes beyond basic understanding and requires more strategies,such as:

- Understanding an author's ideas even if they are not stated directly
- Recognizing patterns of organization in what you read
- Using a questioning technique before, during, and after you read
- Prioritizing an author's ideas
- Translating an author's ideas into visuals
- Identifying and evaluating an author's arguments
- Creating new ideas using an author's ideas

Adapted from *Critical Thinking Across The Curriculum Project,* Longview Community College (1996), there are at least nine techniques for applying critical thinking in reading. These techniques can be adopted by teachers in teaching critical

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[2] Janet N Zadina, et.al. (2014). *op.cit*. p.40-41

reading in the classroom. So, the students will be familiar with the skills. The techniques will be explained briefly in the following:

- Annotate**:** Underline key words, or sentences; write notations in the margins; diagram ideas with flow charts, lines and arrows; and order related points in logical sequence. Write a brief descriptive overview of the content and key concepts.
- Preview**:** Review the preface or other introductory material. Skim the table of contents and chapter organization, and identifying the theme or thesis of the material.
- Contextualize**:** Note the historical, biographical, and cultural contexts of the material. Identify the differences between students' current personal and societal values and the context that existed for the author, represented in the text.
- Question**:** Ask questions of instructors and colleagues about the content. As the students read, write a question for every paragraph or brief section, with focus the main idea.
- Evaluate an Argument**:** Test the logic, believability, and emotional impact of an idea. Do not accept anything on face value but evaluate every assertion. (Analyze both parts: a claim and support.) The claim asserts an idea, an opinion, a judgment, or a point of view. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) to influence readers to accept the hypothesis.
- Compare and Contrast**:** Seek related readings; explore similarities and differences between texts to understand them better.
- Reflect: Consider if the reading caused any challenges to the students' beliefs and values.
- Outline**:** Identify the main ideas and arguments, and restate them in students' own words. This is a more structured format than the annotation. Distinguish between the main ideas and the supporting ideas and examples.
- Summarize**:** Write a synthesis of the content. This may lead to potentially new ideas. Putting ideas together in condensed form, in students' own words, can lead to new perspectives.

2   METHOD

This research used action research as research method. Basically there are four major steps in action research design. There are planning, acting, observing, and reflecting. The four steps are in the form of a cycle. The first cycle becomes a continuing, or *iterative*, spiral of cycles which repeated until the actionresearcher has achieved a satisfactory outcome and feels it is time to stop. The participants of this action research consisted of the 4ᵗʰ semester of English Education Department students. The actual participants who were involved in the project were 19 students. This research was conducted at English Education Deperment of Faculty of Education and Teacher Training, IAIN "Sultan Maulana Hasanuddin" Serang, Banten Province.To meet the research questions, there were several data collection methods that the researcher used in this study.Among of them were:class/group discussions, pre-test and post-test, questionnaires, observation, field notes, and documentation.

3   FINDINGS AND DISCUSSION

3.1   Pre-test

Before doing the cycles, the researcher did the pre-test. In the pre-test the students were given a text and some reading comprehension from The Jakarta Post newspaper with the title "*Beware the toxic effects of vitamin supplement*". From the result of pre-test, it could be seen that the students nearly used their critical reading skills as much as 45% in reading activity. It meant that students critical reading skill was still below the expectation. Based on this result, the researcher would like to improve their critical reading skill by using authentic text and critical reading strategies until it reached 50-74% moreover 75-100%.

3.2   Post-test

After finishing all the cycles, that indicated good improvement, the researcher tried out the post test. The post-tes was done to get the information about the students critical reading skills after they got several intervensions through action research. From the result of post-test, it could be seen that the criteria for students critical reading was 80%. It means that they had used critical reading skills in reading activity as much as 80%. In other word, based on the criteria, students had already exceeded the critical reading ceriteria. The overall result of the tests is shown in the following table.

Table 1. Result of Pre-test and Post-test

No.	The Test	Total Score	Percentage (%)	Critical Reading Criteria
1.	Pre-test	9	45	Nearly meet
2.	Post-test	16	80	Exceed

3.2.1   Cycle 1

In the first cycles the researcher implemented the annotating strategy. That was to analyze the text through key words, phrases, and sentences. The topic of the text was choosen to stimulated students' background knowledge since it talked about current issue of the nation about presidential election. The title was *"Jk-Jokowi most qualified Candidtes"*. In this activites, the students had not yet familiar with the critical reading skills because it was quite new strategy for them. As the consequence, almost the researcher who dominated the talk in the class. Based on the observation sheet, the total percentage was 54%. It had the implication that the activeness and critical reading skills of the students was still in the level of "fair". Based on this condition, the researcher would like to change the learning situation into more attractive and interactive in the cycle 2.

3.2.2   Cycle 2

In cycle 2, the focus of activity was still in the group work. The strategy that was implemented in his cycle was previewing. Through the strategy, the students explored and understood the text by examining the title, sub titles, or pictures. The researcher still focused on group work since the students could give best contribution only if they were put in groups. Also, for the authentic text, the researcher choose "*e-cigarrette phenomena*", which was quite new topic but familiar to them. The result of the observation sheet showed a good result. There was improvement of the students

activeness and critical reading skills into 68%. It meant, in the second cycle, the students' critical reading skills had reached "avarage" level. So far, the giving of the authentic text and the critical rading strategy had effectively improved the students critical reading skills. Eventhough, there was improvement, the researcher felt that the result had not yet succsessful enough. So, the reasercher planned to continued the cycles with another different text and reading strategy.

3.2.3   Cycle 3.

In cycle 3, the researcher continued the activity by using paraphrasing strategy. This strategy allowed the students to translate the author' ideas into their own words. For the beginning activity, the researcher focused on vocabulary building since paraphrasing needed appropriate word choise. The topic choosen was "*The Mystery of The May Tragedy*" that was taken from the Jakarta Post newspapers. The choice of the text was also based on the consideration that it was one of the current issues of the nation. The paraphrasing activity was done in the groups, so the students had many opportunity to share ideas and to discuss the text for completing the paraphrasing process. At the end, the researcher and the class concluded the paraphrasing activity after each group presented their result. From the observation result it was shown that the activeness and students' critical reading skills had improved from "avarage" into "good" level. The score was 82% and it was indicated that the students had already implemented critical thinking in their reading activity. According to the researcher observation, the improvement was due to the students had alredy familiar with the critical reading strategies. Besides, the students gave best contribution if they were put in groups. The overall result of the cycles is shown in the following table.

Table 2. Observation Result of The Cycles

No.	The cycles	Score	Percentage (%)	Critical Reading Criteria
1.	1st cycle	19	54	Fair
2.	2nd cycle	24	68	Avarage
3	3rd cycle	29	82	good

3.3   Students' Perception of Critical Reading Avtivities

To get the data of students' perception, the researcher used a questionnaire. Close-ended questionnaire was used to reveal students' perception on critical reading skill activities using authentic text. Meanwhile, open-ended questionnaire was used to know the advantages and disadvantages of critical reading skill activities. Meanwhile, the result of questionnaire also showed positive response from the students about the use of authentic text in promoting their critical reading skills. It can be seen from the questionnaire that most of the students, 12 out of 19 students (63%) agreed that using authentic text in reading activities could improve their critical thinking. Besides, most of the students, 10 out of 19 students (53%) agreed that doing critical reading could improve students' reading comprehension.

4   CONCLUSIONS AND SUGGESTIONS

Critical reading is the ability to think, examine, analyze and evaluate texts. Critical reading cannot be taught by lecturing. It can only be presented or emphasized in all classroom areas: lecture, homework, term papers and exams. These skills must be learned

by performing them. Classroom instruction, homework, term papers and exams should emphasize active intellectual participation by the student. In the instructional process, it is necessary for the teachers/lecturers to apply certain techniques in order to obtain students' successfulness in using critical reading. Selectively choosing various techniques or materials can trigger students' activeness in responding to a text and familiarize these techniques through the teaching learning process.The giving of various strategies or techniques in the teaching process was very effective in engaging students into activities, especially in problem solving based activity. So, the teachers/lecturers should be creative and innovative in creating new teaching strategy.

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EXTENSIVE READING AND VOCABULARY ACQUISITION OF L2 PROFICIENCY AT INFORMATICS PROGRAM

Rosdiana
rosdianasidik.rs@gmail.com

Informatics Program Indraprasta PGRI University
Jalan Raya Tengah, Pasar Rebo East Jakarta

Abstract

The Extensive reading has been drawing increasing attention from L2 educators as a potentially effective form of L2 reading instruction. However, some researchers argue that it is not easy to observe the benefits of extensive reading in the short term. The present study was motivated by the need to elucidate the differential effects of extensive reading on different aspects of foreign/second language ability, some of which may improve more quickly than others. The Quantitative research did in this study to know the effect between two variables into English Proficiency of Informatics program. Extensive reading ability and beginner also intermediate vocabulary level of students was examined. Improvement from was found to be significant for extensive reading ability, and vocabulary acquisition. The results suggest that the effects of extensive reading might be manifested more quickly in L2 proficiency with intermediate vocabulary level, at least for adult L2 learners. The data from the measurement of L2 Proficiency from the group who is given extensive reading shows that the mean score intermediate vocabulary acquisition ($\mu A_1 B_1 = 113,4$) is higher that the beginner vocabulary acquisition ($\mu A_1 B_2 = 91,1$). On the other hand, from the group who is not given extensive reading shows that intermediate vocabulary acquisition ($\mu A_2 B_1 = 92,8$) is lower than beginner vocabulary acquisition ($\mu A_2 B_2 = 100,4$). The data shows that the students who have intermediate vocabulary acquisition have higher L2 Proficiency if they get extensive reading exposure. Possible reasons for this difference in the progress of different aspects of L2 ability are discussed.

Keywords: EFL; Extensive reading; Vocabulary Acquisition, L2 Proficiency.

1 INTRODUCTION

Students acquire much of their knowledge by reading written materials. In other words, reading is the most important among the four language skills – listening, speaking, reading and writing – since students have more opportunity to read in English than to use that language in spoken communication. So in this occasion, the researcher did the research about Extensive Reading and Vocabulary Acquisition of L2 Proficiency at Informatics program. In this research, the researcher's personal interest in this subject, however (1) The Informatics students are lack of exposure in reading (2) Mostly students

think that reading is boring activity (3) The informatics students are lack of vocabulary (4) The informatics students think that English is difficult subject (5) The informatics students think they don't need English. Although research on vocabulary acquisition in general, and on extensive reading and vocabulary acquisition in particular , the researcher appear to be concentrating on the effect of Extensive reading and Vocabulary acquisition with Beginner and Intermediate level of the L2 (target language) Proficiency of Informatics program 1st semester on English 1.

Based on the previous points, this research gave rise the following questions: (1) Is there any different L2 proficiency from students who are given extensive reading exposure with they aren't given extensive reading exposure. (2) Is there any different L2 proficiency from students who are beginner and intermediate vocabulary acquisition? (3) Is there any interaction from extensive reading and vocabulary acquisition to L2 Proficiency? (4) In group who has intermediate level for vocabulary, is there any different L2 proficiency between students who are given extensive reading exposure and students who are not given it? (5) In group who have beginner level for vocabulary, is there any different L2 proficiency between students who are given extensive reading exposure and students who are not given it? (6) In group who is given extensive reading exposure, is there any different L2 Proficiency between beginner and intermediate vocabulary acquisition? (7) In group who isn't given extensive reading exposure, is there any different L2 Proficiency between beginner and intermediate vocabulary acquisition?

However Day and Bamford (2004, 208) argue strongly for including extensive reading in the L2/FL curriculum. There is new piece of evidence that extensive reading can have a significant impact on learners' L2/FL development. Not only can extensive reading improve reading ability, it can also enhance learners' overall language proficiency (e.g., spelling, grammar, vocabulary, and writing). While Read (2000, 70) emphasizes the role of large vocabulary knowledge in reading comprehension and its relationship with fluency, Richards and Renandya (2002, 45) argue strongly for including extensive reading in the second or foreign language curriculum. There is now compelling evidence that extensive reading can have significant impact on learners' second or foreign language development.This finding supports the result of Read (2000, 20) study which showed that students' vocabulary knowledge was the most important factor affecting L2 readers' abilities to make use of context clues. Teachers and researchers are increasingly aware of the importance of reading in the development of L2 proficiency and the role reading plays in expanding vocabulary knowledge. "Reading is important because comparison of many studies shows that written texts are richer in lexis than spoken ones" (Nation, 2001, 70). Most L2/FL learners are simply not exposed to enough L2 print (through reading) to develop fluent processing, nor do they have enough exposure to building a large recognition vocabulary. These concerns have promoted many ESL/EFL programs to include extensive reading components as a supplement to regular language classes.

2   METHOD

The researcher did this study for four months and it was started in September until December 2014. The researcher conducted the study at Informatics Program of Indraprasta PGRI University, first semester academic year 2014/2015. This study conducted quantitatively by applying the comparative experiment method. According to Jack R. Fraenkel and Norman E. Wallen (2007, 267) experimental research is one of the most powerful research methodologies that researchers can use. There were two groups for this study. Seventy first years students of Informatics program who took English 1 subject in academic year 2014/ 2015. They were divided into two groups that mentioned

in previous sentence. The first one is experiment group and the other one is control group. In their curriculum, this class was their only English class (at least for the semester during which the study was conducted). There were two groups of participants, the first one was experiment group and the second one was the control group.

3   FINDINGS AND DISCUSSION

The hypotheses analysis is conducted to answer the hypotheses. To get the gain score, the data was calculated by using SPPS 17.00 for both methods. So, it must be seen weather they are higher or lower than α. The summary from the ANOVA can be seen in the table below:

Table 1: Summary ANOVA

Source	Type III Sum of Squares	Df			Mean Square	F	Sig.
Corrected Model	3094.475(a)	3			1031.492	14.264	.000
Intercept	395413.225	1			395413.225	5468.012	.000
Reading	319.225	1			319.225	4.414	.043
Vocab	540.225	1			540.225	7.471	.010
reading* vocab	2235.025	1			2235.025	30.907	.000
Error	2603.300	36			72.314		
Total	401111.000	40					
Corrected Total	5697.775	39					

L2 Proficiency from students who is given extensive reading (A_1) is higher than L2 Proficiency from students who isn't given extensive reading (A_2):

The data from the measurement of L2 Proficiency from students who is given extensive reading is 102,25. On the other hand, the mean score of L2 Proficiency from students who isn't given extensive reading is 96,6. If we compare both mean, it can be seen the L2 Proficiency from students who is given extensive reading is higher than L2 Proficiency from students who isn't given extensive reading. The experiment and control, based on the table the F_{value} is 4,414 and F_{table} for significance $\alpha = 5\%$ is 4,08. So, it is clear that Fvalue is higher than F table. It also can be seen of the significance value on the SPPS calculation is 0,043 < 0,05. Based on all the data, the researcher rejected the H_0 (Null Hypotheses) and accepted the H_1 (Alternative Hypotheses). It is clear that the L2 Proficiency from students who is given extensive reading is higher than L2 Proficiency from students who isn't given extensive reading.

L2 Proficiency of the Intermediate vocabulary acquisition (B_1) is higher than beginner vocabulary acquisition (B_2):

The data from the measurement of the Intermediate vocabulary acquisition is 103,1. On the other hand, the mean score of beginner vocabulary acquisition is 95,75. If we compare both mean, it can be seen the Intermediate vocabulary acquisition is higher than

beginner vocabulary acquisition. The experiment and control, based on the table the F_{value} is 7,471 and F_{table} for significance $\alpha = 5\%$ is 4,08. So, it is clear that F_{value} is higher than F table. It also can be seen of the significance value on the SPPS calculation is 0,010 < 0,05. Based on all the data, the researcher rejected the H_0 (Null Hypotheses) and accepted the H_1 (Alternative Hypotheses). It is clear that Intermediate vocabulary acquisition is higher than beginner vocabulary acquisition.

There is interaction between extensive reading and vocabulary acquisition of L2 Proficiency:

The data from the measurement of L2 Proficiency from the group who is given extensive reading shows that the mean score intermediate vocabulary acquisition ($\mu A_1 B_1 = 113,4$) is higher that the beginner vocabulary acquisition ($\mu A_1 B_2 = 91,1$). On the other hand, from the group who isn't given extensive reading shows that intermediate vocabulary acquisition ($\mu A_2 B_1 = 92,8$) is lower than beginner vocabulary acquisition ($\mu A_2 B_2 = 100,4$). The data shows that the students who have intermediate vocabulary acquisition have higher L2 Proficiency if they get extensive reading exposure. However, The data shows that the students who have beginner vocabulary acquisition have higher L2 Proficiency if they don't get extensive reading exposure. It shows that there is interaction between extensive reading and vocabulary acquisition of L2 proficiency, the interaction can be seen in the table:

Table 2 the summary of interaction extensive reading and vocabulary acquisition of L2 proficiency.

Technique / Vocabulary	Extensive reading (A1)	Non- extensive reading (A2)
Intermediate (B1)	113,4	92,8
Beginner (B2)	91,1	100,4

The interaction above also can be seen from the table to see the interaction between extensive reading and vocabulary acquisition of L2 Proficiency. The F_{value} of interaction is 30,907 and F $_{table}$ for significance $\alpha = 5\%$ is 4, 08. The F_{value} is higher than F $_{table}$ as well as the significance value 0,000< 0,05. Based on the explanation above, it rejected null hypotheses (H_0) and accepted the alternative hypotheses (H_1). It is proved there is significance of extensive reading and vocabulary acquisition. *Adjusted R. Squared* is 50,5% on the table above. The explanation above, explain about the interaction as main effect of, then it need next analysis as the simple effect of other sub- factors by using *t-test.* Here the statistic hypotheses for the simple effect:

(i) $H_0 : \mu A_1 B_1 = \mu A_2 B_1, \; H_1 : \mu A_1 B_1 > \mu A_2 B_1.$

(ii) $H_0 : \mu A_2 B_2 = \mu A_1 B_2, \; H_1 : \mu A_2 B_2 > \mu A_1 B_2.$

(iii) $H_0 : \mu A_1 B_1 = \mu A_1 B_2, \; H_1 : \mu A_1 B_1 > \mu A_1 B_2.$

(iv) $H_0 : \mu A_2 B_2 = \mu A_2 B_1, \; H_1 : \mu A_2 B_2 > \mu A_2 B_1.$

The group who has intermediate vocabulary acquisition that is given extensive reading $\left(A_1B_1\right)$ have higher L2 Proficiency than the group who has intermediate vocabulary acquisition that isn't given extensive reading$\left(A_2B_1\right)$.

From the T-test shows that t-$_{value}\left(A_1B_1 - A_2B_1\right)$ is 9,238 on the other hand the t-$_{table}$ for significance $\alpha = 5\%$ is 1,73. It is compared that t-$_{value}\left(A_1B_1 - A_2B_1\right)$ is higher than t-$_{table}$. Based on the calculation above, the null hypotheses (H$_0$) is rejected and accepted the alternative hypotheses (H$_1$). It is proved there is significance different between the students who have intermediate vocabulary acquisition that is given extensive reading than the group who has intermediate vocabulary acquisition that isn't given extensive reading. Empirical, the group that is given extensive reading$\left(\mu A_1B_1 = 113,4\right)$ has mean score higher than the group that is not given extensive reading$\left(\mu A_2B_1 = 92,8\right)$ for intermediate students.

The group who has beginner vocabulary acquisition that isn't given extensive reading $_{\left(A_2B_2\right)}$ have higher L2 Proficiency than the group who has beginner vocabulary acquisition that is given extensive reading$\left(A_1B_2\right)$.

From the T-test shows that t-$_{value}\left(A_2B_2 - A_1B_2\right)$ is 2,701 on the other hand the t-$_{table}$ for significance $\alpha = 5\%$ is 1,73. It is compared that t-$_{value}\left(A_2B_2 - A_1B_2\right)$ is higher than t-$_{table}$. Based on the calculation above, the null hypotheses (H$_0$) is rejected and accepted the alternative hypotheses (H$_1$). It is proved there is significance different between the students who have beginner vocabulary acquisition that isn't given extensive reading than the group who has beginner vocabulary acquisition that is given extensive reading. Empirical, the group that is given extensive reading$\left(\mu A_1B_2 = 91,1\right)$ has mean score higher than the group that is not given extensive reading$\left(\mu A_2B_2 = 100,4\right)$ for beginner students.

The group that is given extensive reading, the students who have intermediate vocabulary acquisition $_{\left(A_1B_1\right)}$have higher L2 proficiency than students who have beginner vocabulary acquisition $\left(A_1B_2\right)$.

From the T-test shows that t-$_{value}\left(A_1B_1 - A_1B_2\right)$ is 5,781 on the other hand the t-$_{table}$ for significance $\alpha = 5\%$ is 1,73. It is compared that t-$_{value}\left(A_1B_1 - A_1B_2\right)$ is higher than t-$_{table}$. Based on the calculation above, the null hypotheses (H$_0$) is rejected and accepted the alternative hypotheses (H$_1$). It is proved there is significance different between the students who have intermediate vocabulary acquisition than the group who has beginner vocabulary acquisition that is given extensive reading. Empirical, the group who has intermediate vocabulary acquisition$\left(\mu A_1B_1 = 113,4\right)$ has mean score higher than $\left(\mu A_1B_2 = 91,1\right)$ for beginner students.

The group that isn't given extensive reading, the students who have beginner vocabulary acquisition $\left(A_2B_2\right)$have higher L2 proficiency than students who have intermediate vocabulary acquisition $\left(A_2B_1\right)$.

From the T-test shows that t-value $\left(A_2B_2 - A_2B_1\right)$ is 2,028 on the other hand the t-table for significance $\alpha = 5\%$ is 1,73. It is compared that t-value $\left(A_2B_2 - A_2B_1\right)$ is higher than t-table. Based on the calculation above, the null hypotheses (H₀) is rejected and accepted the alternative hypotheses (H₁). It is proved there is significance different between the students who have beginner vocabulary acquisition than the group who has intermediate vocabulary acquisition that isn't given extensive reading. Empirical, the group who has beginner vocabulary acquisition$\left(\mu A_2 B_1 = 92,8\right)$ has mean score higher than $\left(\mu A_2 B_2 = 100,4\right)$ for intermediate students.

4   CONCLUSION AND SUGGESTION

Based on the result of the data analysis, the hypothesis tests, and the discussion, the following conclusions from the measurement of L2 Proficiency from students who is given extensive reading is 102,25. On the other hand, the mean score of L2 Proficiency from students who isn't given extensive reading is 96,6. If we compare both mean, it can be seen the L2 Proficiency from students who is given extensive reading is higher than L2 Proficiency from students who isn't given extensive reading. Then L2 Proficiency of the Intermediate vocabulary acquisition $\left(B_1\right)$ is higher than beginner vocabulary acquisition as the data from the measurement of the Intermediate vocabulary acquisition is 103,1. On the other hand, the mean score of beginner vocabulary acquisition is 95,75. If we compare both mean, it can be seen the Intermediate vocabulary acquisition is higher than beginner vocabulary acquisition. There is interaction between extensive reading and vocabulary acquisition of L2 Proficiency as the data from the measurement of L2 Proficiency from the group who is given extensive reading shows that the mean score intermediate vocabulary acquisition ($\mu A_1 B_1 = $ 113,4) is higher that the beginner vocabulary acquisition ($\mu A_1 B_2 = $ 91,1). On the other hand, from the group who isn't given extensive reading shows that intermediate vocabulary acquisition ($\mu A_2 B_1 = $ 92,8) is lower than beginner vocabulary acquisition ($\mu A_2 B_2 = $ 100,4). The data shows that the students who have intermediate vocabulary acquisition have higher L2 Proficiency if they get extensive reading exposure. However, The data shows that the students who have beginner vocabulary acquisition have higher L2 Proficiency if they don't get extensive reading exposure.

        The group who has intermediate vocabulary acquisition that is given extensive reading have higher L2 Proficiency than the group who has intermediate vocabulary acquisition that isn't given extensive reading From the T-test shows that t-value $\left(A_1B_1 - A_2B_1\right)$ is 9,238 on the other hand the t-table for significance $\alpha = 5\%$ is 1,73. It is compared that t-value$^{\left(A_1B_1 - A_2B_1\right)}$ is higher than t-table.   It is proved there is significance different between the students who have intermediate vocabulary acquisition that is given extensive reading than the group who has intermediate vocabulary acquisition that isn't given extensive reading. Then the group who has beginner vocabulary acquisition that isn't given extensive reading $\left(A_2B_2\right)$ have higher L2 Proficiency than the group who has beginner vocabulary acquisition that is given extensive reading$\left(A_1B_2\right)$ from the T-test shows that t-value $\left(A_2B_2 - A_1B_2\right)$ is 2,701 on the other hand the t-table for significance $\alpha = 5\%$ is 1,73. It is compared that t-value $\left(A_2B_2 - A_1B_2\right)$ is higher than t-table. It is proved there is significance different between

the students who have beginner vocabulary acquisition that isn't given extensive reading than the group who has beginner vocabulary acquisition that is given extensive reading. The group that is given extensive reading, the students who have intermediate vocabulary acquisition have higher L2 proficiency than students who have beginner vocabulary acquisition from the T-test shows that t-value $(A_1B_1 - A_1B_2)$ is 5,781 on the other hand the t-table for significance $\alpha = 5\%$ is 1,73. It is compared that t- value $(A_1B_1 - A_1B_2)$ is higher than t-table. It is proved there is significance different between the students who have intermediate vocabulary acquisition than the group who has beginner vocabulary acquisition that is given extensive reading. The group that isn't given extensive reading, the students who have beginner vocabulary acquisition have higher L2 proficiency than students who have intermediate vocabulary acquisition from the T-test shows that t-value $(A_2B_2 - A_2B_1)$ is 2,028 on the other hand the t- table for significance $\alpha = 5\%$ is 1,73. It is compared that t- value $(A_2B_2 - A_2B_1)$ is higher than t-table. It is proved there is significance different between the students who have beginner vocabulary acquisitions than the group who has intermediate vocabulary acquisition that isn't given extensive reading.

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ENGLISH FOR SPECIFIC PURPOSE: TEACHING LEGAL ENGLISH TO LAW STUDENTS VIA E-LEARNING

Supardi
ahmardi@yahoo.com

Law Faculty, University of Jember

Abstract

Since its advent to the present time Internet has contributed to English language teaching and learning. In English for Specific Purpose (ESP), for example, Internet does not only provide materials that are ready for use for teaching and learning, but it also offers such a facility as e-learning into which the teachers of English can insert or upload their teaching materials and from which the students can learn those materials. To be concerned with ESP teaching, this paper addresses its discussion on teaching Legal English (LE) for law students via e-learning provided by Information Technology Centre at the University of Jember in the program of Integrated Information System (SISTER). For this discussion, this paper then explores the Internet and English Language Teaching (ELT), importance of LE mastery for law students, e-learning at the University of Jember, and teaching LE to law students via e-learning. With these points of discussion, this paper can hopefully be a consideration for teachers of English to develop their materials for teaching via e-learning.

Keywords: English for Specific Purpose, Legal English, E-learning

1 INTRODUCTION

Nowadays the advent of Internet cannot be denied or ignored by the teachers of English in their teaching activities. Since its emergence up to the present time, the Internet has contributed to English Language Teaching (ELT) and learning. For this fact, many scholars have devoted their attention to the matters relating to the use of Internet in ELT. Blackstone, Spiri, and Naganuma (2007), for example, focus their discussion on *Blogs in English language teaching and learning: Pedagogical uses and student responses*. Son (2008) devotes his attention to *Using Web-Based Language Learning Activities in the ESL Classroom*.In addition, Chinnery (2014) writes an article on *CALL Me ... Maybe*: *A Framework for Integrating the Internet into ELT*.

The discussions pesented by such scholars above can certainly prove that it is important for the teachers of English to integrate the Internet to their teaching activities either inside the classroom or outside the classroom. Not only as the media for teaching and learning, they can also use the Intenet as the resource for teaching, developing materials, and providing materials for their students to learn. Consequently, those schlolars can certainly bring the teachers of English to conduct other further studies regarding the use of Internet in ELT.

To be concerned with the use of the Internet in ELT, this recent paper addresses its discussion on English for Specific Purpose (ESP) focused on teaching Legal English (LE) via e-learning. For this focus of discussion, there are four points presented in this paper, namely, the use of Internet in ELT, the importance of LE mastery for law students, e-learning at the University of Jember, and teaching LE to law students via e-learning at the University of Jember. These points are furtherly discussed as in the following sections.

2   THE USE OF INTERNET IN ELT

Some scholars have defined the term Internet differently. Son (2008), for instance, defines it as a global network of computer networks. He then explains that Internet provides language teachers with network-based teaching environments in which they can create meaningful tasks and use various materials for language learners. According to Lin (1997), the Internet is an extensive resource and communication network linking other computer networks across the world. Though these two denitions are in different words, they certainly lead to a further understanding that the Internet can be used by the teachers of English, either as media or as resource for their teaching and developing materials, as well as providing materials for the students to learn.

Concerning the use of Internet as media and resource in ELT, in term of GE the Internet has provided many webs that the teachers can use for their teaching in the classrooms such as http://www.talkenglish.com/Speaking/listregular.aspx, http://www.esl-lab.com/http://www.englishlink.com/en-us/courses/general-english-courses.aspx, and http://elt-resourceful.com/downloadable-lesson-materials/. Furthermore, in relation to teaching LE, Supardi (2013) highlights some webs that provides many materials the teachers can use for teaching, developing their teaching materials, and providing materials for their students to learn LE. http://www.englishvocabularyexercises.com/eveexercises/EngVocEx_crime_law_1-3.htm,www.englishmedialab.com/Quizzes/business/law%20courts.htm,www.courtprep.ca,www.translegal.com, http://www.englishclub.com/vocabulary/20_law.htm, and www.youtube.com/watch?v=eYcYHDHEF64.

As well as for both media and resource in ELT, the Internet also provides some tools for e-learning systems that the teachers of English can use for their teaching activities. According to Dalsgaard (2006), the e-learning systems include Blackboard, WebCT, and Moodle. To devote his attention to e-learning systems, moreover, Son (2011) has categorized them into 12 online tools for language teaching including those presented by Dalsgaard.

3   THE IMPORTANCE OF LEGAL ENGLISH MASTERY FOR LAW STUDENTS

English has been used in both general purpose known as General English (GE) and specific purposes known as English for Specific Purposes (ESP). Because of the two uses, it is frequently found in English dictionary that an English word has more than one meaning. For this fact, in the discussion of the word *sentence*, for example, Supardi (2010) explains that this word has two functions either as noun or as verb. As noun, it has two meanings, namely, a) *kalimat* (a set of words expressing a statement, a question or an order, usually containing a subject and a verb) and b) *hukuman* (the punishment given by a court). As verb, it means "*memvonis*/*menjatuhkan hukuman* (to say officially in court

that is to receive a particular punishment). In order to understand the word *sentence* more clearly, it is necessary to pay a better attention to the following sentences.

(i)   Change the sentences below into passive voice.
(ii)   The sentence of the court was three year's imprisonment.
(iii)   He had been sentenced to life imprisonment.

The three sentences with the word *sentence* above can certainly give a clearer understanding that this word has different meanings though it has the same form. In the sentence 1, the word *sentence* cannot be translated into the meaning of it in the sentence 2 though it has the same function as noun. On the other hand, it cannot be translated into the meaning of it in the sentence 3. The sentence 1 is usually found in GE, usually in grammar books and the sentences 2 and 3 are frequently found in LE that is in legal text books or English for Law books.

The different meanings of the word *sentence* described in the three sentences above can certainly lead the law students of the University of Jember (UNEJ) to feel difficult or confused to get the appropriate meaning of itin the three sentences above. They experience this confusion because they only have knowledge of GE they learnt when they were at elementary schools and high schools. For this reason, it is not enough for law students of UNEJ to have only GE knowledge. It is important to them to have ESP knowledge called LE.

As well as the words with different uses, LE has its own specific words (vocabularies) the law students of UNEJ have to master. In civil law, for example, they often find such words as *complaint, contract, damgage, defendant, liability, litigation, negligence, plaintif*, and many others. In addition, the words such as *accused, assasin, burglar, criminalize, fraud, hijacker, murder, prosecutor, suspect* are found in criminal law. According to Supardi (2013) those LE vocabularies are not only found in both civil law and criminal law, but also in such other legal documents as *opening statements*, *verdicts*, *legal proceedings*, and *legal opinions*.

Such LE vocabularies are certainly new for law students at UNEJ because they have never learnt them before in their junior and senior high schools. As a result, without having enough mastery of such LE vocabularies, it can be difficult for them to use their English for reading, writing, listening, and speaking in the legal contexts. This fact that the law students need to master LE vocabularies certainly leads the teacher of English at UNEJ to think of how to develop LE materials and teach them in an interesting and interactive way. For this reason, in the digital era like nowadays, they have to consider the emergence of Internet in their ELT activities. In order they can teach LE interestingly and interactively, e-learning system can serve it.

4   E-LEARNING AT THE UNIVERSITY OF JEMBER (UNEJ)

The term "e-leraning" has been defined diffferently by some scholars. Naidu (2006) defines it as the intentional use of networked information and communications technology in teaching and learning. Koohang and Harman (2005) explain that e-learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media. These two different definitions certainly have the same point and understanding that e-learning is the media for teaching and learning with the use of information and communication technology. Based on these definitions, it seems

compulsory for every school and university to develop e-learning system for the teachers and students.

UNEJ has established e-learning system since 2013. It is powered and developed by UNEJ Information Technology Centre (ITC) in the program of Integrated Information System called SISTER. The development of it is intended for both UNEJ teachers and UNEJ students. For the UNEJ teachers, it is designed in order they can insert or upload their teaching materials into the e-learning system. In addition, the UNEJ teachers can also link the materials they have planned to the webs they have selected. Consequently, with the materials uploaded into the e-learning system and those web-linked materials, the UNEJ teachers can use them for their teaching via e-learning. On the other hand, for the UNEJ students, they can learn those uploaded materials anywhere and anytime they like with the use of their mobile phones, laptops, and computers because those materials are delivered by the Internet.

5   TEACHING LEGAL ENGLISH (LE) VIA E-LEARNING

The availability of materials is very important in teaching and learning activities. Without the materials the teachers and the students can do nothing. For this reason, Richards (2010) argues that ... the opportunities provided by blended learning and other Web-based initiatives, traditional books or print-based learning materials continue to play an important role in the lives of the majority of teachers and learners. This argument can certainly lead to an understanding that before doing their teaching activities, the teachers should think of which materials they have to teach and the students can learn. In other words, the materials determine the activities in the classrooms and outside the classrooms such as what the teachers and the students should do. In e-learning, the materials are also necessary for the teachers and the students.

To be concerned with teaching and learning LE via e-learning, this section is written on the basis of the writer's experience, from uploading the LE materials into the system up to teaching them via e-learning powered and developed by UNEJ ITC. To upload the materials, firstly, we have to open UNEJ web via "sister unej". To do this, we have to write "sister unej" on google or other search engines as in the following display.

After that, we click "*penelusuran google*" and the display will be the following display.
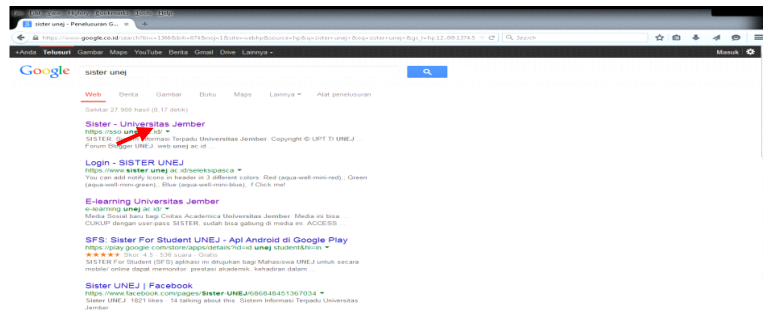
In this display, we click "Sister – Universitas Jember" and the display will be the following display.
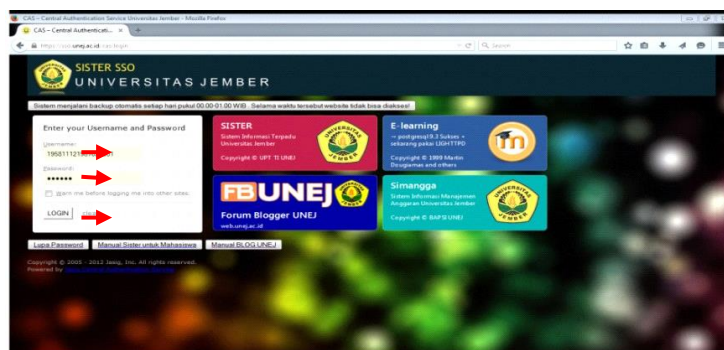
In this display, we have to write "user name" and "password". After that, we click "LOGIN" and the display will be the following display.
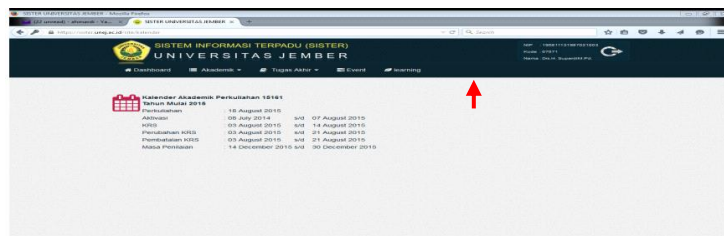
In this display, we click "*E-learning*" and the display will be the following display.
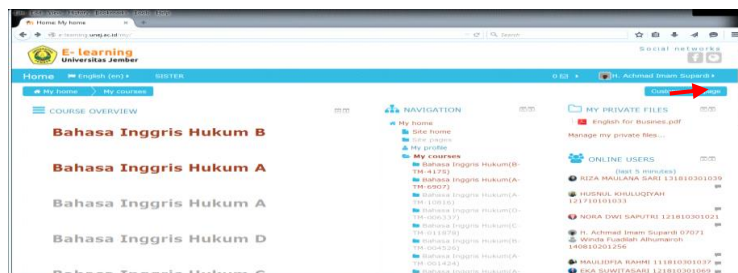
This display indicates that at this semester the writer has two classes (A and B). To upload the materials, we have to click "*Customise this page*" in the blue box on the above right corner and the display will be the following display.
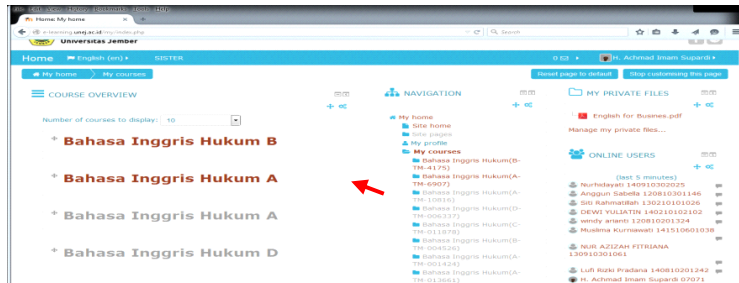
Consider that it is now for uploading the materials for class A. In this display we have to click "*Bahasa Inggris Hukum A*" and the display will be the following display.
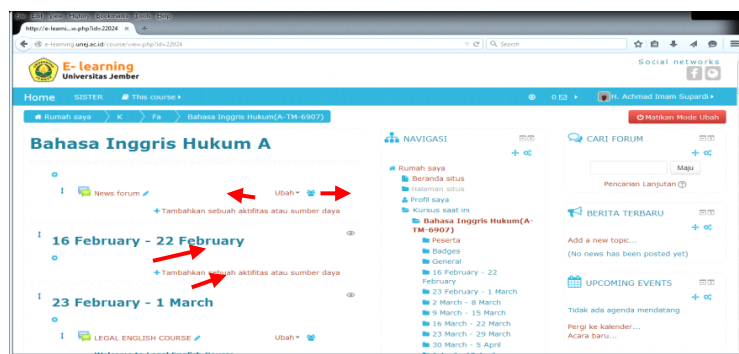
In this display, the materials can be uploaded via "*News forum*" and we have to click "*ubah*" or via "*the dates*" and we have to click "*tambahkan sebuah aktivitas atau sumber daya*". Consider that it is now for uploading information about Legal English course via "*News forum*". For this step we have to click "*ubah*" and the display will be the following display.
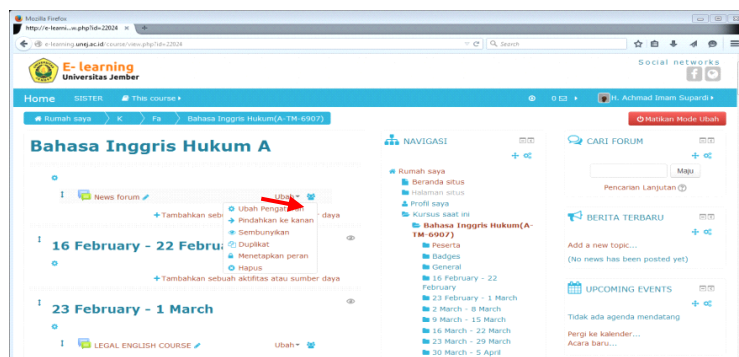
In this display, we have to click "*ubah pengaturan*" and the display will be the following display.
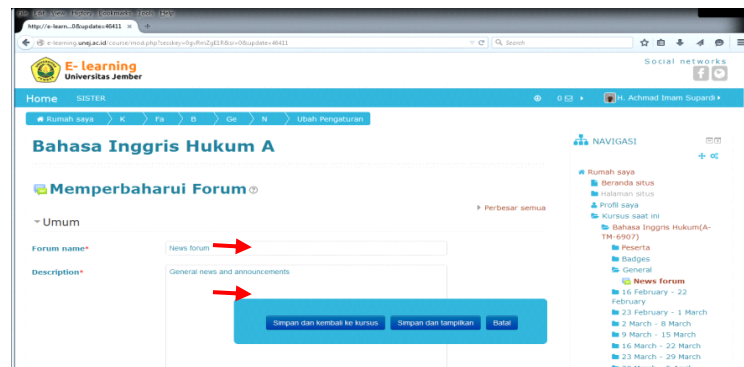
At this time in this display we have to write in the columns "*Forum name*" and "*Description*". Consider that we are writing about Legal English Course in "*Forum name*" and description of the course in "*Description*". After that, the display will be mentiones as in the following display.

After writing information in the coloumns of "*Forum name*" and "*Description*", the next step is to click "*Tampilkan deskripsi di halaman kursus*" and "*Simpan dan kembali ke kursus*" or "*Simpan dan tampilkan*". If we click "*Tampilkan deskripsi di halaman kursus*" and "*Simpan dan kembali ke kursus*", the display wil be mentioned as in the following display.
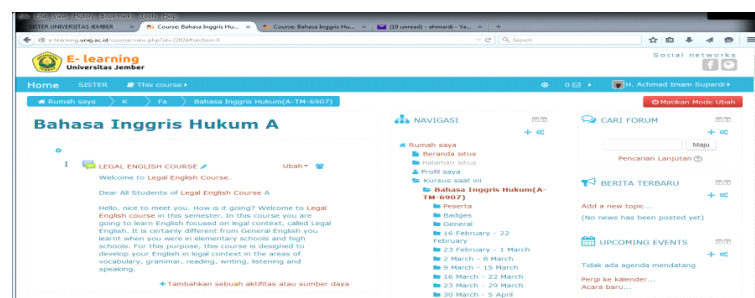
With this display the teacher can begin his/her teaching to introduce the Legal English Course to the students. As well as through "*Forum news*", the teacher can upload the teaching materials through the "*dates*" as in the following display.
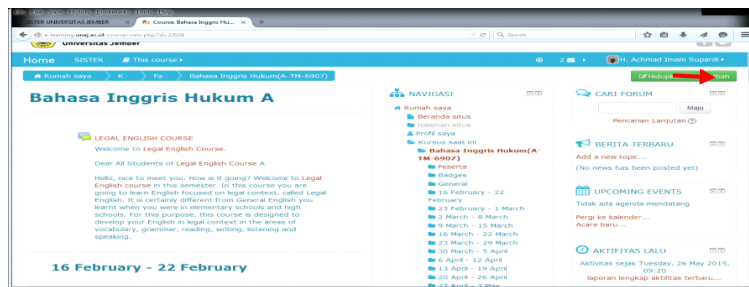
To upload materials thorugh "dates", like in the previous section, it is firstly to click "*Hidupkan mode ubah*" in the green box on the above corner to have th following display.

In this display, click "*tambahkan sebuah aktifitas atau sumber daya*" under the date and the display will be the following display.
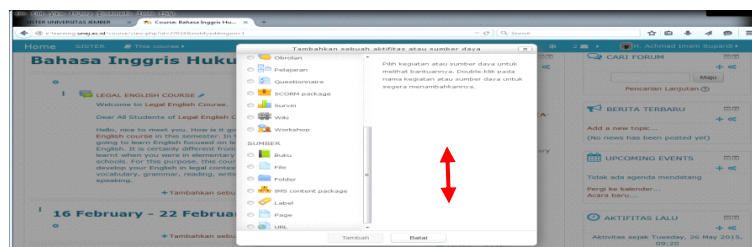
On the left side of the box in the middle of the display, there are many choices such as *assignment, buku, file folder forum, pelajaran, url*, and many others, for the teachers to upload/link the materials into one of the choices by dragging "*up and down*" the panel in the middle of the box. For example, if we want to link the material from the selected web, we have to click "*URL*" and the display will become the following display.
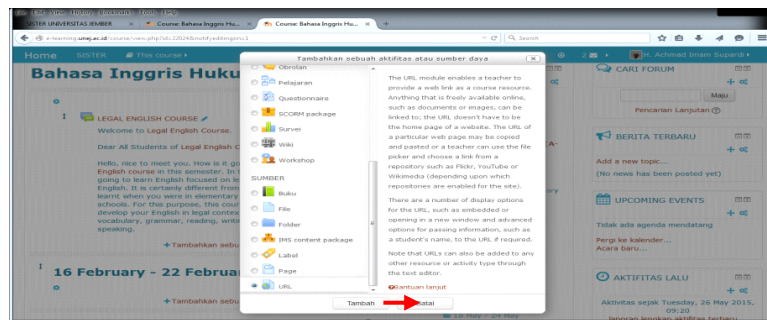
In this display, click "*Tambah*" and the display will be the following display.
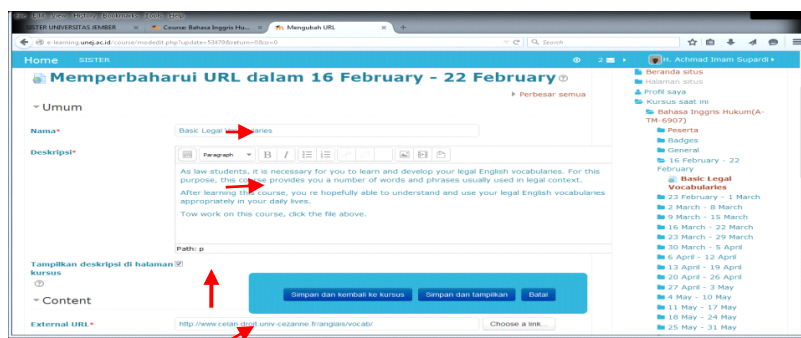
In this display, the we have to write the name of the subject/lesson in the column "*nama*", the description of the subject/lesson in the column "*Deskripsi*", and the name of the selected URL as in the following display. After that, click "*Tampilkan deskripsi di halaman kursus*" and "*Simpan dan tampilkan*" to have the following display.
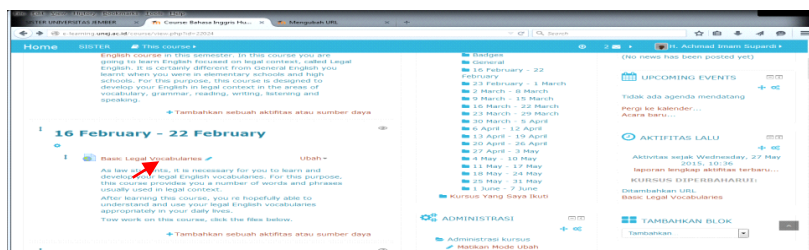
With this display, the teacher can start his/her teaching the web linked materials to the students by clicking the file/topic under the date and the display will be the following display.
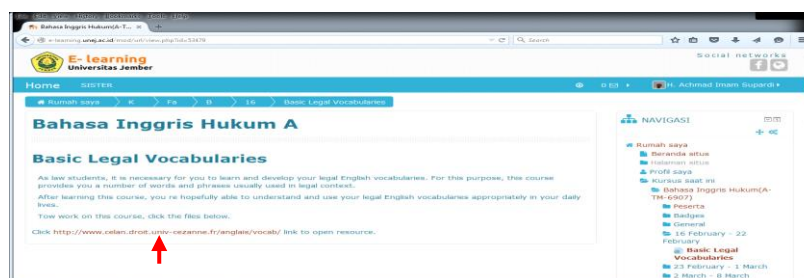
By clicking the selected URL concerning the selected material, the next display will be ing the following.

This display shows a number of basic legal vocabulary (from A to Z) we can teach in the classroom. Consider it is now to teach the word "*accuse*". In this step we have to click "*accuse*" to have the followinng display.
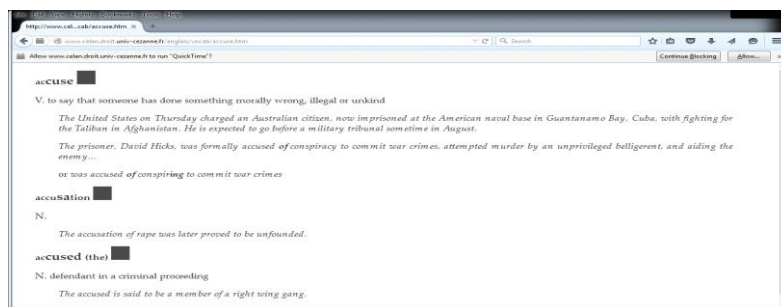
In this display we can teach the students about the meaning of the word *accuse* as verb and the sample sentence using this word. From this display, we can also teach the students about *noun derivation* of the word *accuse* such as *accusation* and *accused* and show them sample sentences using these words.

In order we can teach the other basic legal vocabularies, we only click the arrow (back to the previous page) at the top at the above left corner of the display and the display will be in the following display.
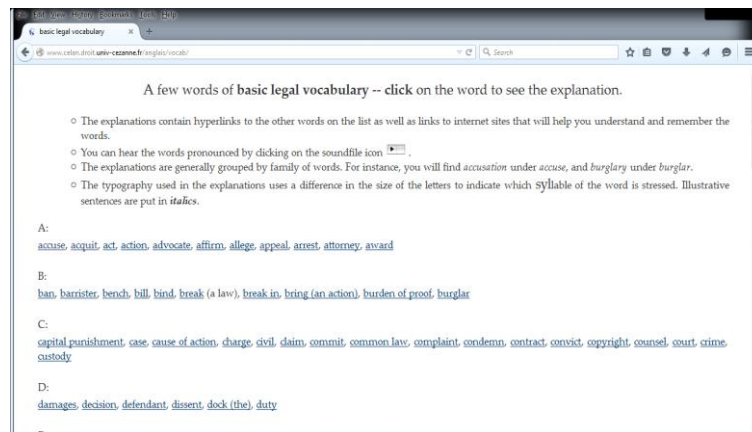
If we want to teach the other words which are not mentioned in the display (such as the words preceded with the letter E, F, G, etc), we only drag up and down the panel on the right side.

6   CONCLUSION

Since its emergence up to the present time, the Internet has contributed to English Language Teaching (ELT). For this fact, many scholars have devoted their attention to the use of Internet in ELT. As well as the Internet serves as both teaching material resource and media for teaching and learning, it is also provides many tools for such e-learning systems as Blackboard, CMS, Moodle, WebCT, and many others. In addition, with the use of the Internet the teachers of English can select the materials from the web they have selected and develop or design them in such a way. They can also use such tools of e-learning systems to develop e-learning facility at schools or universities where they teach. Moreover, with this e-learning facility, before their teaching activities, they can upload such kind of materials (both their own self-designed materials and web-linked materials) into the e-learning system. As a consequence, with these uploaded teaching materials, via e-learning the teachers of English can teach their students in the classrooms easily, atttractively, and interactively. On the other hand, students can learn more enthusiastically. Last but not least, this brief paper can hopefully contribute to other teachers in developing their teaching activities.

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ROLES OF CHILDREN'S LITERATURE FOR ADULT LEARNERS IN L2 READING

Hanna Juliaty

hanna.juliaty@ukrida.ac.id

Department of English, Universitas Kristen Krida Wacana
Jl. Tanjung Duren Raya No. 4, Jakarta Barat 11470

Abstract:

The role of literature in L2 Reading have long been causing debates in second language teaching and learning. Traditional approach argues that the main purpose of reading should be to facilitate learners, through the reading text, to improve their linguistic competence. For this reason, the traditional approach believes that literature plays an irrelevant role in L2 Reading as the language in literature is generally informal and lacks of standard grammatical rules. Nonetheless, in Communicative Language Teaching (CLT), literature is considered a helpful resource in Reading as it provides learners with authentic L2 use, which potentially can also maximise learners' learning experience and outcomes. This research, therefore, was conducted to investigate the roles of literature in L2 Reading. An ESL/EFL simulated Reading class of 34 international adult learners participated in this research. They were given a children's literature as a reading material and were assigned tasks that integrated all language skills related to the reading. After the lesson, the participants filled in a reflection questionnaire and written structured interview about the lesson's effectivity. The data collected was analysed by using qualitative approach. The findings show that unlike literature in general, children's literature can be both engaging and disengaging for adult learners. Factors such as reading purpose, characteristics and contents of children's literature, and design of the reading task significantly influence the learners to engage or disengage in their reading. Aspects of children's literature that can potentially engage or disengage adult learners, learners' perceptions and pedagogical implications of the study are also discussed in this paper.

Keywords: L2 reading; children's literature; adult learners

1   INTRODUCTION

Reading is one of the essential language skills that learners need to practice consistently in order to be fluent in L2. Eskey (2002) defines reading as an act of obtaining information from a text in order to construct a thorough comprehension by personally making meaning and interpretation of the text. In contrast to other language skills, reading is researched a lot due to the complex and diverse nature of reading process of L2 learners. In the past decades, studies on the nature of L2 reading process have led to three different views on how to teach L2 reading: traditional view that focuses on the text's linguistic features, cognitive view that focuses on reader's prior knowledge and pre-

reading activities, and metacognitive view that focuses on both reader's linguistic skills and prior knowledge (Grabe and Stoller, 2002; Alyousef, 2005).

Accordingly, not a few teachers feel that teaching reading is highly challenging as they also need to ruminate not only the nature of reading itself, but also the context of their learners (Phakiti, 2006). Hence, different teachers use different methods to teach reading in order to fulfil a specific reading purpose. Hedge (2000) lists down various purposes for L2 reading, such as to strengthen linguistic and communicative competence, to develop critical thinking skills, and to encourage learners to become independent readers outside the classroom. All these purposes, influenced by various views of teaching reading practices above, offer numerous teaching approaches with different strategies, instructions and materials for L2 reading.

Eskey (2002) argues that because L2 learners can only improve their reading skills by reading, one of the most important roles of teacher, then, is to acquaint them with engaging texts that consist of proper linguistic levels and are relevant to their needs and interests. In Communicative Language Teaching (CLT), where learners are supported to learn both linguistic and communicative competence through interactions, literature can be one of the most useful materials for teaching reading.

Generally, literature has linguistic, communicative and cultural aspects that can facilitate readers to engage themselves with the literary texts. Ghosn (2002) states that literature is "a good resource of accurate diction, diverse sentence patterns, and passionate narratives" (cited in Keshavarzhi, 2012, p.555). This explains that language exposed in literature is natural and authentic; it aids learners to be familiar with L2 dictions, vocabulary, phrases and sentences they might encounter outside the classroom.

Likewise, literature can also create a dynamic and meaningful learning environment for learners. Pair or small group discussion of literary text is beneficial to scaffold learners' cognitions and to negotiate meaning for mutual comprehension of text (Kim, 2004). By building interactions around the contexts of the literary text, learners are also stimulated to practice their critical thinking. This is an essential part of reading purpose, as readers are encouraged to broaden their views and to look at things from different perspectives. In addition, literature is also considered close and rich in connection to L2 culture. Adeyanju (1978) emphasises that contents and language of literature represent social and cultural aspects of a nation. By reading literature, learners are exposed to L2 culture and it can foster their cross-cultural awareness and understanding.

Despite the many benefits that literature offers in L2 reading, the use of it in ESL/EFL teaching still causes debates since years ago. Traditional L2 teaching approach argues that literature hinders the development of learners' linguistic competence as the language in it is considered informal and lacks of standard grammatical rules (Topping, 1968). Other existing research and review contend that literature has little relevance and practical application in learners' learning (Ferradas, 2009) and is often treated as isolated moral resources or historical documents whose function is only to be analysed (Kahn, 1974). Furthermore, Hirvela (2005) argues that although literature may have positive roles in L2 reading, learners do not consider it as a prevailing source of reading material.

Responding to the various views on the effectiveness of using literature in L2 reading, further study on this field is necessary. Especially in ESL/EFL classes of adult learners, the use of children's literature in L2 reading is rarely investigated. Therefore, in purpose to fill in this gap, this study was conducted to explore the roles of children's literature in engaging or disengaging adult learners in L2 reading, and their perceptions on using it as a reading material.

2   METHOD

This study focuses on the investigation of a reading practice among adult ESL/EFL learners. As previously reviewed, literature as a reading material in L2 teaching has useful and promising roles that can facilitate readers to accomplish some of reading purposes. This study, therefore, explores the roles of children's literature in engaging or disengaging adult readers and their perceptions on using it as reading material. This study is carried out in academic context of ESL/EFL.

The research was conducted through a Reading microteaching performed by several Postgraduate students in an international ESL/EFL classroom setting. The microteaching had six tasks in total; these tasks were categorised into Pre-Reading tasks, Reading tasks and Post-Reading tasks. The focus of this research was in the Reading tasks only, as the authentic reading activity was performed in this part of the microteaching. The Reading tasks consisted of two activities: silent reading of a children's literature and small group discussion on its contents. The children's literature used in the Reading activities was titled *The True Story of the Three Little Pigs* by Scieszka (1989).

2.1   Research Questions

This research was conducted in purpose to answer the questions below:

(i)   In what way does children's literature engage or disengage adult learners in L2 reading?

(ii)   What are adult learners' perceptions on using children's literature in L2 reading?

2.2   Participants

The participants of this study were 34 international students of Postgraduate TEFL programme in a university in the United Kingdom. Their age ranged between 20s-40s years old, with a majority of female. Their English proficiency was at the advanced level.

2.3   Research Method

This study was conducted in a qualitative method becausethe method allows the data to be collected using various data collection methods (McEwan and McEwan, 2003) and in a natural setting and routine (Hitchcook and Hughes, 1995). Thus, through qualitative method, a deeper and thorough investigation on participants' natural interactions and personal thoughts can be facilitated in this study in order to answer the research questions.

2.4   Instruments

The data for this study were collected in March 2014 by using instruments as follow:

2.4.1   *Audio recording*

During the microteaching, participants sat in small groups and had an audio recorder put on their table to record their interactions with their group members. Three recordings, then, were partially transcribed and analysed.

2.4.2   *Questionnaire*

At the end of the microteaching, each participant was given a reflective questionnaire to evaluate their reading experience and theoverall microteaching performance.

2.4.3   Structured written interview

Six participants from different groups were chosen randomly for a follow-up structured written interview about their experience in using children's literature in the microteaching. The interview was aimed to scaffold participants' thoughts and personal beliefs on the roles of children's literature to their learning in L2 reading, and was distributed through email in written form due to time restriction.

2.5   Analysis Procedure

The data from recording and questionnaire were examined to identify various aspects of children's literature that could potentially engage or disengage adult learners in reading. Those aspects were listed down and analysed, supported with reference to evidence found in the data. Afterwards, the data collected from the structured interview were scrutinised to recognise and construe learners' perceptions of children's literature as a reading material. The findings and implications of this study were then discussed in connection to the existing literature and research.

3   FINDINGS AND DISCUSSION

Mainstream L2 research agree that literature is advantageous to facilitate learners' needs and to engage them in learning. Nevertheless, an investigation to the roles of children's literature as a reading material for adult learners in this study indicates factors that need to be considered thoroughly first by L2 teachers before deciding to use children's literature for adult readers. The factors, as well as learner perceptions on this matter, are discussed below.

3.1   Nature of Language

Compared to other types of literature in general, children's literature has more simple language form. Its structures are not complicated and its dictions are commonly high-frequency words. During the group discussion in the microteaching, none of the participants brought up a topic on unfamiliar words or phrases from the text to be elaborated further. Such situation was rare to find in L2 reading discussions where often, learners would discuss with each other about unknown vocabulary or phrases.

While the simple language of children's literature can immediately motivate and engage some adult learners, it can also become a factor that disengage other learners in their reading. The language in the literature was simple and easy that learners contended it was only suitable for children. Their responses in the reflective questionnaire imply that they prefer a text with slightly higher than their current reading proficiency level. The simple language in children's literature also indicates that it possibly can minimize the learning opportunity for learners as it does not facilitate them to come across new vocabulary and expand their linguistic resources.

3.2   Story Plot

Children's literature has more simple plots and fewer characters;hence, adult learners can easily focus and engage themselves in reading. During the microteaching, learners who had never heard of the story argued that they enjoyed it nevertheless because of its non-academic theme and interesting plot. On another note, learners who were familiar with the original version of the literature (*The Three Little Pigs*) also enjoyed the reading text (*The True Story of the Three Little Pigs*), which was the parody of the original version. Learners enjoyed reading the text since it provided new insights into the villain's viewpoints, which was something they did not find in the original version.

Some learners also mentioned that the story reminded them of their childhood. This indicates that children's literature can potentially be a useful and engaging tool to draw on learners' identity in the L2 learning. Since the participants in this study came from different countries and cultural backgrounds, they had various and interesting reactions to the story, which added up to the dynamic of their group discussion. Furthermore, despite its childlike fable theme, the story plot of the children's literature in this study could engage learners in discussion, as shown in the excerpt below:
Excerpt 1

S1 : He's very kind-hearted because he's making a cake for his grandma. He's not a serial killer.

All : (laugh).

S2 : You know the minute the door, it fell, like, um… so the house was made out of straw and sticks.

S3 : Yeah, so even if it was just a strong wind…

S2 : There's something else… (2) and the, and the pigs were rude.

S1 : Yeah, because he said—bang!—go away!

S3 : The Pigs crossed the line!

The excerpt shows how learners from one group actively mentioning facts found from the text to defend the Wolf. The simple plot of the children's literature facilitates them to understand the story faster. Consequently, learners were able to recall many of the events in the story in their discussion, as shown by S1, S2 and S3 in the excerpt above. When learners are able to point various events of the story they read, a learning opportunity was created as those events could proceed to be potential engaging topics for a group discussion.

3.3 Practical Application in Real Life

In general, literature is helpful for L2 readers because it provides insights into L2 culture as reflected in its plot settings and contents. Nonetheless, compared to literature in general, this study finds that children's literature tends to provide more values than cultural knowledge for L2 readers. Regarding this, there were two opposing arguments stated by the participants:
Excerpt2

"It is not beneficial at all. After reading it, I felt 'so what?' It was not something related to me. It has no use for my future after all."

(K – Interview)

"This reading has just highlighted how a simple story can be engaging and reminds us to be critical when reading. It reminded me I need to think about how I look at text while reading."

(J – Questionnaire)

While morals and values do have a connection to culture, a few learners were not able to associate any value from the story to either their own culture or L2 culture. The first quote shows that K felt the story had nothing to do with his life whatsoever, thus it disengaged him to involve in his group discussion. In this case, literature is considered by the learner as an isolated moral resource (Kahn, 1974). In contrast, other learners were able to somehow point a connection between the values in the story to their real life situation, as shown in the second quote.

Unlike the first quote, the second quote shows how J admitted that the story helped her to consider different perspectives and be critical when reading. Some other learners also mentioned in the questionnaire how the values in the story taught them to consider different viewpoints when they encountered disagreement or misunderstanding in life. In this case, children's literature has a potential role to motivate and engage adult learners in making connections of the moral, value or culture in the story to concrete circumstances of their lives (Ferradas, 2009).

As the participants were international students, they came from countries with different education system backgrounds. It is interesting to notice that K was brought up in traditional Asian education system, whereas J was used to western education system. The complete difference between the two quotes' perspective above is considered normal to be found in international classes. Oster (1989) argues that learners brought up from traditional education systems are often unexperienced in questioning, analysing and criticizing text while reading. This may explain why, unlike J in the second quote, Kin the first quote was unable to relate the story in the literature with real life experiences.

3.4 Imaginative Elements in the Story

Since children's literature is normally rich in imaginative themes, it allows readers to creatively extend their thinking beyond what is printed on the text. This factor, then, can also potentially engage adult learners in L2 reading. In the microteaching, many learners were found practicing critical thinking based on their interpretation of their reading text. An example of this can be seen from an excerpt below.

Excerpt 3

S4 : You know what, if he had a cold, he should've been, you know, worrying about that. Not going around making cake for his dear grandma.

S5 : What, yes. Why is he making a cake when he got a cold?

S6 : It's her birthday.

S5 : He should've just called his grandma. She's _already*_ sick! (*emphasise)

All : (laugh).

S4 : And then, instead of committing a murder, he could've just wait till she died, like, you know, and said she died because of viruses or something, you know? Stuff like that…

S5 : His grandma was already sick. And he had a cold. And when you got a cold, everybody knows that you keep yourself at home. You don't go making cakes, so he didn't have any considerations. It's all a lie! It's just a story he tried to make up. Even his dear old grannie, we never see her.

S6　: He don't even bring her picture.

　　　The excerpt shows how learners were engaged in a small group discussion. Instead of just repeating the facts written in the text, these learners worked collaboratively in their interaction to interpret the literature a little bit further than what was presented in the text. In this case, children's literature has a potential to facilitate learners to practice and develop critical and interpretive thinking skills. By making interpretations, new assumptions and inferences based on the facts they found from the story, learners cooperated to make new meanings of the story from different perspectives, which could potentially develop their cultural awareness (Ferradas, 2009) as well as broaden their views of life realities reflected in the literature (Smith, 1999). In addition, by constructing new meanings through peer interactions, learners were also building their individual communicative competence.

3.5　The Post-Reading Task

Before the Reading task, learners were made aware that they would take side of one of the two main characters in the literature and do a debate with the opposite group as their Post-Reading task. Thus, during the Reading, they were expected to read the story carefully and critically to find supporting evidences that could justify the viewpoints of the character they were assigned to defend. The findings of this study shows that when the learners understood the aim of their reading activity, they became more engaged and made more efforts to achieve that aim. An instance of this is shown in the excerpt below.
Excerpt 4

S7　: Do you find any excuses for the Wolf? Because we are the Wolf, we have to protect him.

S8　: Yeah, the Pigs have already died because they are clothed by their houses when the Wolf sneezed… The line 35, all… till 40.

S9　: Umm… no… I don't think they're, they're died…

S8　: They've already died.

S9　: They've already died?

S8　: Yeah, so after they've died, he ate it!

　　　The excerpt above hints how learners felt a sense of responsibility to read the text carefully because they knew what they were expected to do later in the Post-Reading task. Therefore, it gave them a genuine purpose to read the story. The excerpt also shows how learners collaboratively negotiated meanings of the text in order to gain a mutual understanding, which is an evidence of learning (line 3-line 8).

3.6　Adult Learner Perceptions on Children's Literature as L2 Reading Material

There are different opinions from the participants regarding theappropriateness and effectiveness of children's literature as a reading material for adult learners. A few learners felt it was less effective in comparison to other reading materials that are explicitly related to their lives, such as newspapers or magazine articles. Such comment is interesting to notice as it came from learners withEnglish education background.

Compared to other students from non-English education fields, normally students of English education background are more accommodating to literature materials or discussions in their L2 learning. This insight implies that L2 adult learners also have their diverse individual autonomy that needs to be put into consideration. Furthermore, a few learners also thought that the easy language and contents in children's literature would make them, as an adult and advanced learner, feel infantilized.

Despite the contras, most learners objectively emphasised that the effectiveness of children's literature for adult learners in L2 reading very much depended on how teachers made the most use of it. For advanced learners, children's literature is useful as a medium for them to connect relevant points from the stories with their life experiences. An evidence for this is apparent from how the learners reacted to the story used in the microteaching. Although some learners complained that *The True Story of the Three Little Pigs* were meant for children and hence it was childish, they all agreed that the essence of it actually taught them about the importance of considering things from different viewpoints. Thus, none of them complained that learning about different perspectives was a childish thing to do. In brief, teachers need to show and emphasise the relevance and importance points found in children's literature to learner needs and interests to facilitate learners adapt and motivate themselves to read the literature.

4   CONCLUSIONS AND SUGGESTIONS

The findings of this study show that there are numerous factors that determine the engagement of adult learners when using children's literature in L2 reading. The factors include the features of children's literature: its nature of language, themes, plots and connection to practical application in real life. In addition, the overall design of the Reading lesson need to also be justified by teachers to ensure that all tasks are suitable to facilitate and engage adult learners in achieving the reading purpose (Monahan, 2008).

The findings of this study further imply that the simple language in children's literature seems to be suitable for teaching basic grammar rules and sentence structures to less advanced adult learners. For advanced adult learners, children's literature may serve as an alternative source to practice critical reading or extensive reading. As shown in this study, learners could practice critical thinking through a children story. Therefore, teachers need to carefully select suitable contents of children's literature that can best facilitate the intended reading purpose. Likewise, a prior knowledge on learners' identity, interests and personal preference is also essential in choosing a children's literature for adult learners. By incorporating learners' identity with the reading aim, learners can be motivated to be more engaged in their reading.

For advanced learners, since the language in children's literature might not effectively benefit them to improve vocabulary and grammatical knowledge, other learning opportunities need to be created to aid them with linguistic input that is balanced with their proficiency level. These learning opportunities can be created through a small group discussion of reading topic or through Post-Reading activities. Kumaravadivelu (2003) argues that learner interactions are useful learning opportunities; learners constantly negotiate meanings, construct understandings and exchange perspectives in their reading by interacting with their peers. All these interactions can facilitate them to gain input from and produce output to their peers, as well as enhance their critical thinking skills. Furthermore, such interactions can also engage learners with personal sharing of identity and culture.

All in all, this study was conducted in a simulated academic context where all the participants were international trainee teachers with ESL/EFL educational background.

Hence, the ways or level of engagement they showed and performed in this study may not reflect the general adult learners in various ESL/EFL classroom settings. Accordingly, further study on this theme is considered important in purpose to provide more insights to adult learners' engagement in L2 reading using children's literature in different cultural and academic contexts.

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HOW MUCH IS PARENTS' SES WORTHFOR YOUNG LEARNERS TO LEARN ENGLISH?"

Bambang Harmanto
Bambange.unmuhpo@gmail.com

Muhammadiyah University of Ponorogo

Abstract

The parents' awareness to equip their children with English continues to increase as the response of globalization demands. English now has been very influential in Asia's language educational policies and practices for the past couple of years including Indonesia. The concern of today's Indonesian parents toward their children seems to be getting better. This paper,therefore, tried to show the finding of study concerning whether the parents' SES has contribution in forming their views on equipping their children with English. The data were collected by employing a survey technique using questionnaires and interviews involving 245 parents as the research respondents. The data of study were analyzed using an analysis instrument of SPSS with Predictive Analysis Software statistics 18. The finding revealed that there was no significant correlation between parents' social and economic status (SES) either in their education, occupation, or income and their views on equipping their children with English because the significance value (Sig value) was 0.192. It indicated that today's parents' concerns on how their children get a good English education were equally good. They held remarkably similar beliefs on the importance of English mastery for the globalization era,regardless of the existence of English at elementary schools or English for Young Learners (EYL). They consistently offered a commitment to support their children with English learning by giving option to take an English course or English program at schools.They believed that learning English would not hamper their children to master Indonesian language and weaken their patriotism values.

Keywords: Parents' Socio-Economic Status (SES), Young Learner

1   INTRODUCTION.

Parents' SES are often regarded as the predictors for the children in gaining a good education. SES is usually a composite of parents'education, occupation and income, although some measures of SES include only two of these three dimension (Mayer, 2002). Regarding to the influence of parents' SES on their children education, a large number of studies have been conducted in various parts of the world. Kainuwa and Yusuf (2013) in their study in Nigeria, for instance, found that parents' personal educational backgrounds and economic backgrounds have a significant effect on their children education. Similarly, an earlier study conducted by Subbhuraam & Ananthasayanam (2010) has shown that parents' level of education and occupational status influenced

students' commitment to learning. The finding related to the socio-economic status of the samples of their study confirmed the fact that economic status greatly influenced the students' performance in language skills. Salameh (2012) has also accentuated that learners who belong to wealthier socio-economic and cultural family environment were apparently more prone to gain higher echelons of success in English. However, according to Benjamin (2014), this was not to say that every child growing up in a poor family would never obtain a good education, or that a wealthier student was destined to be successful. This relationship was not deterministic; there were children from disadvantaged backgrounds who performed well, and children from advantaged backgrounds who failed. Parents of low SES actually wanted to help their child get a good school, but they cannot because they simply lacked the knowledge of how to do so.

The parents' awareness to equip their children with English continues to increase as the response of globalization demands. Statistically, about a quarter of the world's population is already fluent or competent in English (Crystal, 2003). He estimates that in the early 2000s there were approximately 1.5 billion -in over 100 countries - speakers of English worldwideconsisting of around 329 million L1 speakers (mostly in inner circle countries), 430 million L2 speakers (outer circle countries) and about 750 million speakers of English as a foreign language in the countries of the expanding circle. Responding to this fact, research has revealed that an increasing number of families, especially with middle families in East Asia likes Chinese and Korean, have gone abroad to help their school-aged children and youth gain international education credentials and provided them an opportunity to acquire English as a global language as early as possible (Song, 2011). Parents in this group believed that their children can gain the access to global citizenship just through English. In Taiwan, parental views concerning when theirchildren should start learning English, who should teach their children English, how English should be taught, and what role English should play in their children's lives have inevitably affected their decision on the types of school in which their children were enrolled (Chang, 2008). Looking at the phenomena, therefore, it becomes a considerable input for other countries for boosting parents to equip their children with English as an instrumental to integrate them into the global world.

Based on the foregoing discussions, therefore, this paper tried to show the finding of study concerning whether the parents' SES has contribution in forming their views on equipping their children with English.

2   METHOD

2.1   Research Design

The primary purpose of the study was to describe how much the parents'SES worthfor young learners to learn Englishis. Therefore, this study used a survey research design. The researcher functioned as the key instrument because he analyzed the data during the data collection simultaneously. He collected data using questionnaires and interview. The questionnaire was used to uncover how parents' SES contribute to their view of English language learning for their children and what they want to do for gaining the expectation. The researcher also interviewed selected parents to ensure what they have answered from the questionnaire were true.

As the purpose this study was to explore the parents' SES and their views on equipping their children with English, this research used purposive sampling based on information available on the socioeconomic status of parents from the students attending particular elementary schools which were situated in Ponorogo, East Java. Based on the

informal observation, these schools were potential to meet students' parents who varied according to the socio-economic classification. Since the targeted samples of research were 250 parents, it was enough with three schools because the average number of students of each school was 360 persons. Therefore, all together was about 1180 parents.Parents as the respondents of research were taken randomly with no specific criteria.

2.2 The Data

The data were taken from the respondents being surveyed and interviewed. The data sources of this study were in the form of quantitative data and qualitative data. The quantitative data was taken from the questionnaire while the qualitative data was from interview.In collecting the data in this survey, questionnaires were distributed and interview was done to find out the respondents'' opinion.

The questionnaire was designed using a close-ended question. This design was used in order to restrict their thoughts by giving them options to choose. However, in the end of questionnaire, there was an open-ended question to give opportunity for the respondents to give opinion and comments. The following list contained the name of each variable in the survey together with its definitionadapted from Griva & Chouvarda (2012).

(i)   *Parents' SES* that covered three angles of parents' education, parents' income, parents' occupation, and home facilities.

(ii)   *Parents' views on EYL* that consisted of the parents views on the reasons of learning English for children, the function of introducing English to children, the positive impact of EYL, the judgement of EYL implementation, the necessity of equipping their children with English, personal attitude toward the existence of EYL, expected prerequisites for EYL introduction, and parent's exprience to the implementation of EYL.

(iii)   *Parents' ideas to equip their children* that comprised parents' preference of equipping their children with English, the extent to which parents support theirchildren in studying English, and suggestions about EYL in Indonesia.

The second instrument employed by the researcher in this study was interview. A group of parents selected randomly were interviewed and asked about their opinions on the relationship between their experience and knowledge of English for young learners and their effort to help their children prepare for a better life with English. The list of questions called interview guide was prepared in advanced. To anticipate the mistake in interpretation, he was equipped with field notes to write down respondents' spontaneous ideas or perception.

2.3 Analyzing Data

In analyzing data the researcher used descriptive statistics and inferential statistics method. Descriptive statistics was used to categorize the data of parents' views on EYL into three groups: good, fair, poor. It was also used to classify the parents' socio-ecomic status into three groups: lower, middle, and high. This information was displayed through the use of graphs and charts. Furthermore it was used as a tool of understanding the results that were gathered in a much simpler and visual way. Meanwhile, to describe the contribution of parents' views to their ways in equipping their children on English, it was analyzed with cross-tabulation.

Inferential statistic, on the other hand, was used to find the correlation between variables and to determine whether the result was positive or negative. Thus, it was designed to assess the correlation between parents SES on parents' views on EYL. The elements of parents' SES included the parents' occupation, education, and financial status. Then, their responses were correlated with their grades and conclusions could be drawn.

Statistical software that was employed to analyze the data collected in this study was done by using the Predictive Analysis Software (PASW) statistics version 18 for Windows. This software was one of the SPSS program packages. There were a number of similar programs for survey data analysis. SPSS was chosen for the purposes of this study as it provided a good combination of being relatively user-friendly as well as being used in real world research environments. To find out the extent of contribution of parents' SES and parents views on equipping their children with English, the researcher analyzes it by using descriptive statistic through cross-tabulation.

3 FINDINGS AND DISCUSSION

3.1 The correlation between Parents' SES and Their Views on Equipping Their Children with English

Toknowwhether the parents' SES has contribution in forming their views on equipping their children with English, it was indicated by the result of their correlation. In Table 1, it was shown that The significance value (Sig value) was 0.192. Since the Sig (2-tailed) value was greater than 0.05, null hypothesis could not be rejected. It told us that there was no statistically significant correlation between two variables. That also meant, olow or high in one variable did not significantly relate to poor or good in the second variable. Because of this, it could be concluded that there was no statistically significant correlation between parents' SES and their views.

Table 1. The correlation between Parents' SES and Their Views on Equipping Their Children with English.

		Parents' SES	Parents' View
Parents' SES	Pearson Correlation	1	,084
	Sig. (2-tailed)		,192
	N	245	245
Parents' View	Pearson Correlation	,084	1
	Sig. (2-tailed)	,192	
	N	245	245

3.2 Parents' preferences in Equipping their Children

From Table 2, it could be seen that most parents of any SES level with 69.4% want their children to learn English through the language courses. As much as 62.4% out of them had a positive view about English. It indicated that English or language course seems to be the first alternative place to encourage their children to to keep up with English proficiency out of the school. In addition, it was also clearly described that the majority of parents (71.8%) preferred to learn more English through a school private program especially those who came from lower class with 54.5%. Most of the parents (59.7%) had good perception on that program. Only 1.7% of parents who showed poor views. It indicated that schools were expected to provide English private program. At least, it

could serve the need of learning English for students from the lower SES background. In terms of the inviting teacher, it was clearly depicted that the majority of parents (81.2%) still did not want to call for the English teacher for their children at home. It means that they might still rely on the school program.In the case of choosing the school, most of the parents from any level as much as 84.1% did not want send their children to the favourite school offering English program. It indicated that they view favourite school has not become their preference for their children.Based on the data above, it was clear that almost all parents (98.4%) still did not want to send their children to an International school. Only 4 respondents or 1.6% from lower and upper class whose the idea to do that.Almost the same as the previous responses, the majority of parents with 99.6% still did not want their children study abroad. It seems that parents had not put the idea send their children to go abroad as the priority for mastering English.

Table 2.Parents' Preferences in Equipping their Children

Indicators	Agree
Sending their children to the language course	170 (69,4%)
Joining the school private program	176 (71,8%)
Calling for English teacher at home	46 (18,8%)
Finding out a favourite school with English	39 (15,9%)
Sending their children to an International school	4 (1,6%)
Studying abroad	1(0.4%)

3.3 Parents' roles in equipping their children

Table 3 showed that most of the parents (73.1%) wanted to facilitate their children's learning needs. As much as 65.9% out of them pay good attention on this matter. Parents in general have good responsibility to support their children to learn English. 55% of the them did not appreciate the difference of the children's character. They viewed that all children have the same character. Only 44.9% of parents who appreciated the difference of the children's character. It indicated that parents tended to give the equal treatment for their children.It seemed that the majority of parents (86.1%) agreed upon the idea to support their children to keep learning and practicing. Related to the children's difficulties, most of the parents (61.6%) from all SES background were ready to help their children's difficulties. It means that most of the parents would provide their time to scaffold the children in learning.

Table 3.Parents' Roles in Equipping their Children

Indicators	Disgree	Agree
Facilitating their children's learning needs	66 (26,9%)	179 (73,1%)
Appreciating their children's different character	135 (55,1%)	110 (44,9%)
Suppoting their children to keep learning and practicing	34 (13,9%)	211 (86,1%)
Helping their children's difficulties	94 (38,4%)	151 (61,6%)

3.4 The extent of the parents' views appear in the perpective of English and its implementation at the primary school context

To know the extent of the parents' view on English and its implementation at the primary school context,the responses were summed up as follows.

3.5 Parents' Knowledge of English

Parents' Knowledge of English consisted of the parents' views on the reasons of learning English for children and the function of introducing English for children. The data analysis was presented in Table 4.

Table 4. Parents' Knowledge of English

Indicators	Disagree	Agree
Enabling children to communicate well	10 (4,1%)	235 (95,9%)
Having brighter future career	57 (23,3%)	188 (76,7%)
Developing professionalism	33 (13,5%)	212 (86,5%)
Acquiring new knowledge easly	13 (5,3%)	232 (94,7%)
Broading their horizon	3 (1,2%)	242 (98,8%)
As a means of global communication	19 (7,8%)	226 (92,2%)
As a tool for technological literacy	36 (14,7%)	209 (85,3%)
As a medium language of the world	14 (5,7%)	231 (94,3%)
As a daily language	164 (66,9%)	81 (33,1%)

Regarding the reason why children should learn English, most of the parents (95%) viewed that with English children would be able to communicate well. This Table was clear enough to describe that English was necessary to support the children's brighter future career. It could be seen from the parents' views which reached as much as 76.7% of the respondents. Similarly, it was also clear that most of the parents (86.5%) agreed that with English students were believed to be able to develop their professionalism. The response figured prominently (94. 7%) in this Table, which summed up their expectations from mastering English. They apparently believed that with English, their children would be easier to acquire new knowledge. They might realize well that the knowledge sources were mostly written in English.It was also described that the majority of parents (98.8%) agreed with the statement that English would function to broaden the children horizon. It indicated that by mastering English, people would be knowledgeable. In terms of the function of introducing English for children, it could be said that English was a means of global communication was acceptable for most of the parents with 92.2%. It also indicated that to use English in global community was unavoidable. Most of the parents (85.3%) also agreed that English can function as a tool for technological literacy. It means that by mastering English, children was believed to be able to use technology easily. Finally, it was clear that majority of parents (94.3%) gave positive response in terms of the statement of English as a medium language of the world. It indicated that English was very useful for everybody to interact with other people in the world. However, the idea to use English as a daily language was unaccepted by most of the parents (66.9%). It seemed that they were not ready to practice English for their daily life.

3.6 Parents' attitude toward English learning

Parents' attitude toward English Learning the positive impact of EYLcomprises the judgment of EYL implementation and the necessity of equipping their children with English. The findings were described in Table 5.

Table 5. Parents' Attitude toward English Learning

Aspect	Indicators	Disagree	Agree
The positive impact of EYL	Having good oral and written language competences	6 (2,4%)	239 (97,6%)
	Equalizing in the world level	51 (20,8%)	194 (79,2%)
	Freely to go and out within other countries	72 (29,4%)	173 (70,6%)
	Enabling to participate in a student exchange program	19 (7,8%)	226 (92,2%)
	Enabling to compete in work place	19 (7,8%)	226 (92,2%)
The judgement of EYL implementation	Unsatisfied with the English learning outcome at primary school	114 (46,5%)	131 (53,5%)
	Unsatisfied with the frequently changes of Indonesia education	35 (14,3%)	210 (85,7%)
	Unsatisfied with the unqualified English teachers	114 (46,5%)	131 (53,5%)
	Unsatisfied with the less challenging of the teaching material	124 (50,6%)	121 (49,4%)

The data presented in Table 5, it was clear that majority of parents (97.6%) agreed that with English, children would have good oral and written language competences. English, according to them was very important to develop children' competence both writen and oral.Most of the parents (79.2%) also agreed that by having a good command of English, people could stand equally among the countries in the world. They also considered that English was effective to make relationship with other people throughout the world. They believed that English was able to help people go and out freely within other countries (70.6% of the respondents).It was also clear that majority of parents (92.2%) agreed that with English, children would find it easier to join the students exchange program. They thought that English was very helpful for children to activate them in any programs which need English as one of the prerequisites of their participation. Most of the parents (78.4%) agreed that by having a good command of English, people would be easier to have awareness and sensitivity of the culture variation. English seemed to be effective to make people easy to adapt with a new environment containing a different culture. The majority of parents (92.2%) agreed that with English, people would be easier to compete in work place. English was very helpful for children to prepare them in finding a job in the competitive working area.Parents as much as 53.5% felt dissatisfied with the English

learning outcome at primary school. It means that English taught at primary schools so far had reached the parents' expectation.Most of the parents (85.7%) were dissatisfied with the Indonesia education system which often changes at any time. It means that they disliked the model of policy changes happened in the country without any evaluation thoroughly. The parents (53%) felt unsatisfied with the unqualified English teachers. They expected qualified English teachers for their children who could teach professionally. Parents with 50.6% were satisfied with the less challenging of the teaching material. They preferred to have standard material in teaching English for their children. Most of the parents (79.6%) were also unsatisfied with the way of assessing language learning which focused on written forms. They wanted the assessment of language learning conducted orally.

4 CONCLUSIONS ANDSUGGESTIONS

4.1 Conclusions

Based on the answer to the major research question about parents' views on equipping their children with English in the context of their SES, then the conclusions can be drawn as follows.

Firstly, regardless of the socio-economic status, parents today apparently have strong awareness and principles, good motivation, highly learning supports for their children to gain their better future by equipping them with English. Their attitudes and concerns might represent their ability to be "good" parents as the impact of their positive views on equipping their children with English. Parents with low SES tend to support their children in terms of educating values, norms and behaviours more than providing facilities in equipping their children with English.

Secondly, if English is no longer formally taught at elementary schools as a local content, parents will determine to keep equipping their children with some alternatives such as joining in an English course finding schools that English is still programmed, or providing self-English tutorial. These own initiatives are consciously made due to their understanding of the globalization demands. The government policy on English instruction at elementary schools apparently does not have a marked impact on the parents' choices and efforts to prepare for their children's future. Parents today seem to be fairly aware of their children future needs.

Thirdly, there is a tendency that parents' SES does not make any difference in terms of their views on equipping their children with English. There is no correlation between parents'SES (high or low) and their views on equipping their children with English. Regardless of their parents' socio-economic status, their view is positive about equipping their children with English at early age.

4.2 Suggestions

Since studies have verified that parents' views to equip their children with English are good it was suggested that stakeholders should collaborate with school principals and administrators to develop effective programs that can strengthen society understanding on the usefulness of starting English learning earlier. On the other hand, the parents who want to build their concept in preparing their children for a better life in the global world with English to increase their concern by involving actively in children activities. Another form of their concern can also be appreciated by interacting intensively with their children to know their wants and needs.

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A TEACHER'S BELIEFS IN GRAMMAR AND HER TEACHING PRACTICES: A CASE STUDY OF ONE EXPERIENCED EFL TEACHER IN SMA NEGERI 5 SURAKARTA

Dani Puspitasari

puspitadani@gmail.com

English Education DepartmentSebelas Maret University
Surakarta

Abstract

Borg (2009) states there is a relationship between people's action and their belief and knowledge. It makes educational researchers take more concern with a similar phenomenon which occurs in teaching learning process. Borg claims that 'teachers' mental lives play a role in their instructional practices'. This qualitative research reports a case study of teacher's beliefs in grammar and her grammar teaching practice in SMA Negeri 5 Surakarta. The data were collected by in-depth interview with the teacher, in-depth interview with students, and passive classroom observation. The data were analyzed by qualitative data analysis proposed by Miles and Huberman (1994). The result of the research indicates that the teacher's beliefs of grammar and teaching grammar influenceher grammar teaching practices.

Keywords: teacher's beliefs, grammar, teaching practice

1 INTRODUCTION

Belief plays central roles in someone's decision. People do something because they think what they are going to do is true. This is in line with what Uztosun (2013) claims "belief as the best indicators of the decision made by individual in the course of their lifetime". In other word, people behave because something that bears in their mind leads them to do so.

Teik (2011) sees that this same phenomenon also occurs in the classroom. He states "teachers play a central role in facilitating students' mastery of the English language". We can say that students' ability is strongly influenced by teachers' practices in the classroom and the teachers' classroom practices are influenced by their belief, therefore there is a link between language mastery and their teachers' beliefs.

Borg (2009) suggests that understanding teachers' cognition is important. He convinces that in attempting to understand the teachers, we need to consider the psychological process that controls the sense of their work. Moreover, on his previous journal Borg (2003: 81) puts his idea on this discussion by saying "teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs". He considers teachers' belief takes significant role on their teaching practices. In the line with Borg, Farrel and Bennis (2013: 164) give positive

support to his notion. Based on their case study of ESL teachers' beliefs and teaching practices, they state that that all teachers have their own belief about teaching and learning.

Based on the background study above, the researcher conducted research about teacher's beliefs of teaching grammar and grammar teaching practices. The objectives of the study are: (1) to find out and describe about teacher's belief; (2) to find out and describe the factors that influence teacher's belief; (3) to find out and describe the relationship between the teachers' belief in grammar to the grammar teaching practice.

5   RESEARCH METHODS

The research is qualitative case study. Wong & Barrea-Marlys (2012) put their idea that qualitative study is best used for conducting classroom observation which can allow us to understand teachers' voice about the grammar instruction through interview.

The research was conducted in SMA Negeri 5 Surakarta. The reason of choosing the school was because of the hospitality of the school and also the openness of the teacher to the research inquiries. The teacher who was observed in the research was an experienced teacher. The term 'experienced' is based on the Farrel and Bennis's (2013) idea. They define the term 'experienced' as having more than three years of teaching experience (pg. 165). The research was done in about five months; two months for composing the proposal, two months for gathering the data, and one month for data analysis. The data were collected by in-depth interviews with the teacher and students and passive participant observation. During the research, good rapport with the teacher and students was established by the researcher in order to gather the data. The data was analyzed using qualitative data analysis which is proposed by Miles and Huberman (1994) which consist of data reduction, data display, and conclusion drawing and verification.

6   RESEARCH FINDINGS AND DISCUSSIONS

The findings which presented are divided into three parts. They are findings about the teacher's beliefs of grammar and teaching grammar; the sources of the teacher's beliefs; and the grammar teaching practices.

The first part is about the teacher's belief of grammar. The pedagogical issues that arose during the interviews are beliefs about grammar and beliefs about teaching grammar. The teacher had abiding paradigm with regard to grammar and its teaching. The teacher viewed that grammar is rule of word order which covers form, use, and usage. She also maintained that grammar has significant role in language learning and she convinced without grammar students were not able to learn English. Her view related to grammar and the importance of grammar shapes her beliefs about teaching grammar. As Nazari and Allahnyar (2012) conclude on their journal, teachers who have more knowledge about grammar (KAG) will have wider judgment related to grammar and its teaching.

The teacher had admirable opinion about teaching grammar; she stated that the goal of teaching grammar is to make all students understand the rules that are used in English. She also explained that grammar consists of complex rules which should be learnt and it is a must for her to make the students comprehend all the rules. The teacher also pointed out that teaching grammar covers the understanding of word order, vocabulary mastery, and correct pronunciation.

Related to the grammar curriculum, the teacher deemed that the national curriculum which applies communicative approach is less concerned of grammar.She believed that learning English should be accompanied by teaching grammar. She stated that the objectives of learning English cannot be achieved without formal teaching grammar, if not the goal cannot be fulfilled.

Regarding to the grammar lesson plan, the teacher viewed that one lesson plan cannot be implemented to all students in the same grade. She believed that the flexibility of lesson plan was important in her grammar class. It is because she said every learner needed different treatment.

Regarding to the error correction, the teacher believed that error correction is best done by the learners themselves. She was convinced that it was good if they were able to recognize their mistakes they made. The teacher believed that accuracy is more important than fluency; she strived her principle in order to make students are able to use grammar in appropriate ways.

Another related issue regarding with grammar teaching is grammar material. The teacher believed that grammar material should be interesting. She deemed that the grammar materials which are provided by the current communicative text book are not sufficient to cover the demand of grammar teaching.

According to Larsen-Freeman (2001), the teacher has fulfilled the requirement of teacher's role; as she mentions that teachers have to identify their learners' obstacle in learning English. The teacher believed that analyzing her students' competence was essential for her to determine the approach of her teaching. She maintained that each classes required different approach. The teacher also viewed that the teaching instruction should be done explicitly. She also had outstanding belief that teaching transforms not only knowledge but also values.

The second term discusses the source of the teacher's beliefs. The research reveals that the teacher's beliefs are influenced by some factors. They are her experience as a language learner, her experience as a language teacher, the curriculum, the students' condition, discussion with other teacher, and preferences. The teacher' experience as language a learner is the wellspring of her teaching decision. As she explained during the interviews that when she was learner she used to be drilled and memorized the grammar rule, and now she is convinced that grammar should be taught so. This is in line with Farrel (1999) who observes five pre-service teachers in Singapore; he reports that all the pre-service teachers' beliefs are impacted by their past experience.

The teacher's experience as a language teacher also shaped her belief toward teaching grammar, as she had been teaching for fifteen years. She stated that her teaching experience made her realized that something should and should not be done in her class. Borg (2003) also indicates that teachers' beliefs can be derived from their accumulation of teaching experiences (p. 95). Current curriculum also contributed to her belief toward grammar teaching. She considered the demand of communicative competence cannot be achieved due to the lack of grammar focus. The condition makes her convinced that grammar should be taught formally in her language class.

Understanding her learners' character also shaped her belief toward grammar teaching. She recognized her learners were in the intermediate level and because of that she decided that she should provide simple material and teach grammar explicitly. She identified that the learners will not do the task if they are not given clear instruction. Besides understanding the learner's condition, discussion with fellow teacher also influenced her decision toward grammar material.

Some preferences also contribute the teacher's view toward pedagogical issues. She acknowledged that her personal desire in grammar was the reason why she is

passionate in teaching grammar. Besides her interest of teaching grammar, her personality also contributes on her beliefs. Wu (2006) also suggests teachers' personality can affect their beliefs.The teacher also stated that reading psychology book about children cognition affected to her way of teaching. She confessed that she cannot rebuke or yell in her classroom even the learners aggravated her. Rather than pushed her learners with anger when they disobeyed, she preferred to analyze the reasons behind their behavior. This is the reasons why she strived to make good rapport with her students.

Another tendency which influences her beliefs is the teacher self-reflection. The teacher conducted her reflective teaching by asking her students' opinion about her teaching practice. She gave them the opportunity to comment on her grammar class. Even these students' notion irritated her but she accepts it as a process of being a good teacher. In this term, the teacher's welcome to critic plays significant role into her beliefs about teaching. Because of her self-reflection she can make better teaching and help her to correct her teaching. Farrell and Bernis (2013) state when teachers can be active reflectors of their classroom' occurrence, they can get better understanding in discovering any gap between what they teach and what theirs students learn.

The last part discusses the teacher's grammar teaching practices. During the classroom observation the researcher found that the teacher used some approaches in the classroom.The teacher used the inductive or non-directive teaching approach on active class, while on the less-active class the teacher used deductive or directive teaching approach. This is the result of her belief that she has to make the students comprehend the grammar rule. By her teaching experiences, the teacher found that each class required different approach, thus she combined some approaches in her classroom practices to meet the objectives of her teaching grammar.The teacher also applied some strategies in her grammar explanation such as; writing explanations of grammar rule on the white board, eliciting the grammar rules from examples, and providing as many examples as possible from daily life activities in teaching structures.

Related to the grammar curriculum the teacher deems that the current curriculum is lack of grammar focus. Becauseshe had privilege to establish her own grammar curriculum in her extracurricular English class, she revised the national curriculum to be more focus on grammar. More focus on grammar means that the grammar drilling is always done in class for every single meeting. Students have to memorize the rules of English structures and the teacher regularly gives them some exercises about tenses. They are given some exercises to convert some sentences from one tense to other tenses or memorize the irregular verbs. These activities are the reflection of her beliefs; she states that grammar plays significant role in students' English mastery and she convinces without grammar students are not able to learn English in appropriate way. The teacher's belief towards grammar influences her curriculum and lesson plans. Therefore, grammar explanation and drilling are always found in her teaching practices.

Related to the grammar material, the researcher found that the teacher determined the material in accordance with the students' interest to alter their apprehension that grammar was difficult. This is the consideration of her beliefs that grammar material should be interesting.The teacher deems that the current textbook cannot cover the demand of grammar teaching and her teaching practice reveals that her belief is reflected. She develops her grammar material in order to fulfill the demand of teaching grammar and to create interesting material. Besides regarding the interesting material, the teacher also concerns with the time constrain, therefore to solve the problem related with time constrain she always gave her students task as homework. Similar findings from Farrell & Lim (2005) and Farrell & Bennis (2013) reveal that experienced teacher pay attention regarding time constrain in their classroom practices.

Regarding the teaching techniques, the teacher applied the techniques *test – teach – practice*. The first is test, teacher test the students in order to know their understanding of grammar. The second is teaching, after giving test to measure the students' understanding she teaches them the English structures. Last, she gave the students some practice. The teacher gave practice in three ways. First she gave classical practice, then group practice, and last individual practice. The teacher emphasized the individual practice not to all students; she just did this to some students who had problem in grammar. This is worthy to note that the teacher recognized which students need special treatment and not. As she mentioned before, the teacher believed that she had to make sure that all students understand the grammar rule. The teacher's teaching technique is congruent with her belief.

Regarding with students' error and mistake, the teacher used two techniques in conducting error and mistake correction. First, she gave opportunity to students to correct their friend's mistakes. The teacher let the students to make peer correction and she encouraged them to directly correct their friend's mistake. Second, the teacher overlooked the mistake and error that students' produced. The second phenomenon occurred on less-active class. She overlooked the error by re-stating their error or showing one error and gives examples of the correct one. This happened because the students did not recognize their error.

How the teacher corrects her students' error and mistake is a consideration of her beliefs. She believes that accuracy is more important that fluency. Therefore, she applies the two techniques in order to make the students understand. The teacher also deems that the error correction is best done by the learners themselves hence she gives opportunities to them to correct their error. The flexibility of the teacher in conducting error correction shows that she strives to make sure the students understand the grammar rules. The researcher concludes that the teacher's beliefs about error correction can be reflected on her classroom practices.

Related to the vocabulary drilling, the teacher always gave her students a bundle of paper which consists of irregular verb and after they got the paper they should memorize the entire irregular verb then they were given test to check their comprehension. This teaching practice is the reflection of the teacher's belief. She states that vocabulary mastery is the main part of her grammar teaching. Therefore, she conducts the vocabulary drilling in her grammar class.

The facts that the teacher taught with discipline are derived from students' opinions. The researcher conducted interviews with ten students from different class. All students confessed that the teacher used firm discipline in her grammar class. One of the discipline manner is students are not allowed to come late in attending class, if so they should have reason and expressed it in English. Students also reported that in the submitting assignment they should be punctuated if not they will get punishment. These teaching practices is the teacher's consideration that teaching is not only transform the knowledge but also values.

Based on the findings we can take summary that there is a relation between the teacher's beliefs toward her grammar teaching practices. The teacher views that grammar is a set of rules and without grammar students are not able to use English in appropriate way. Thus, she always formally teaches grammar in her classroom. The teacher's beliefs toward grammar and teaching grammar are reflected in her teaching practices. In spite of the teacher's beliefs are congruent with her teaching practices, some changes also occurs.

Richard, Gallo, and Renandya (2001) regard that change as major dimension in teachers' professional lives which all teachers are expected to have positive change in the need of being thoughtful. They suggest that changes in teachers' practices are the results

of changes of their beliefs. This research reveals that teacher change is mostly influenced by her students. This is not hard to predict that learners provide change on her beliefs, since they are together all the time.

Besides the learners' engagements on class, the learners' competence also the reason of teacher changes her teaching practices. The teacher's change of her teaching practices occurs when she is dealing with error correction. The teacher believes that error correction is best done by the learners themselves, but on the less-active class this belief cannot be done. Thus, the teacher overlooks the errors or mistakes when they occur. The same phenomenon also revealed by Farrell & Bennis (2013) who explored between teachers' belief and grammar instructional practices of two teachers, experienced and novice, they report that experienced teacher's beliefs diverged from their practices because of their ability to react toward the realities of the classroom.

Overall, result of this descriptive case study suggests that, in teaching grammar, the teacher's beliefs of grammar and its teaching give influences into her teaching practices. This research is congruent with Farrell & Lim, 2005; Al-siyabi, 2009; as they report in their research that teacher's belief influences to the teacher's teaching practice and not congruent with Ezzi, 2012; Uztosun, 2013; Phipps & Borg, 2009; as they report in their research that teacher's belief does not influence to the teacher's teaching practice

7   CONCLUSION AND IMPLICATION

Understanding the area of grammar teaching is absorbing discussion that needs more attention now, as we know that students acquire to both fluent and accurate in their language production. This research implicates that teachers need to learn about grammar and how grammar should be taught in communicative ways.

8   SUGGESTION

The research suggests that it is essential for English language teachers to evaluate their beliefs toward grammar and how to teach grammar. The evaluation can be done through some ways, such as reading books and discussion with other language teachers.

Policy maker in school, headmaster, has to facilitate English language teachers with books about grammar and grammar teaching, thus they can get more knowledge about how grammar should be taught in their classes.

Further researches related to these issues are required to get deeper understanding of teachers' cognition especially in Indonesian context. Exploring and understanding the reasons underlying teachers' beliefs are needed to improve the quality of English teaching. Moreover, it is worth to consider another tension which is related to the teacher's cognition, such as teacher's change of their beliefs. Phipps and Borg (2009) also suggest that teacher education program should encourage its students to explore their beliefs, their actual practices, and the link among them (p. 388).

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INCREASING VOCABULARY BY USING SONG-RELATED READING TEXTS TO CHILDREN AGED SIX TO TWELVE

Wahyudi

yudi_alvinvirgi@yahoo.com

Administration staff in Department of Electrical Engineering, Faculty of Engineering, University of Mataram
Student in Post Graduate, English Language and Education Faculty, University of Mataram

Abstract

This research introduces an effective and innovative way of increasing the English vocabulary of children aged six to twelve years old. The samples of this study were children in class 1 to 5 of various elementary schools in Mataram, West Nusa Tenggara, who participated in the private English Home Classes. The study and the classroom activities were conducted in the following procedure: (a) teacher-student greetings (b) brainstorming activities, (c) students' listening to a song, (d) teacher and student singing the song, (e) reading a song-related text, (f) students interact with text through question and answer activities. The result of this research proves that the children's ability to comprehend word meaning reaches the minimum required standard competency is 70 % they can write, spell and use the words in spoken forms. In addition, the children are motivated to learn English by singing the songs and memorize each the words that they have learned (from ten words most of children memorized eight to nine words). This result shows that by giving them-reading texts which are related to songs, the children will be facilitated in understanding and comprehending English words. In addition, the children enjoy each word that they have learned by singing them in every place and moment that they have. The value of giving the students the reading texts prove that this way is an effective way of introducing fun and enjoyable English lessons to beginning learners of English.

Keywords: vocabulary, innovation, teaching, reading, standard

1 INTRODUCTION

Viewing the phenomenon of children in learning English especially for children aged six to twelve years old in Mataram, West Nusa Tenggara. This research focuses on increasing the vocabulary for children in the early aged English learning. Before describe the focus of this research, it will be better to describe who is young learner? Based on this statement, that the definition of Young Learners is children between the ages about 5 years old to 12 years old (Rixon, 1999) and according to Lynne Cameron stated that young learners are those under 14 years old. Therefore, an understanding about young learner in this research is children who related to the age of the children sampling as participant were in class 1 to 5 of various elementary school in Mataram who has aged in

six to twelve years old. Why should this research conducted to the children who have aged six to twelve, because it is better for the children knowing English as their second language in early aged.

Teaching vocabulary for children is very important because learning English vocabulary will help the children mastering the language. Based on Schmitt (2010) stated, a large vocabulary is required for someone to use language in a desired manner. Then, this study conducted to use song-related reading text to increase the children's vocabulary in learning English. In this case there are some procedure conducted in the learning process of increasing children's vocabulary by using song-related reading text as follows: (a) teacher-student greetings (b) brainstorming activities, (c) students' listening to a song, (d) teacher and student singing the song, (e) reading a song-related text, (f) students interact with text through question and answer activities.

The materialin this study is used for every meeting almost different, because the children were interesting to the activity. When the classroom is running, the children involved to the procedure of its process: First, ***teacher-student greetings;*** *in this part teacher giving the children the difficult words and the difficult words are related to the song-related text as their new vocabulary. Second,* ***brainstorming activities;*** *in this activity, teacher asked the children to spell and speak each of the difficult given in an instruction of teacher. Third,* ***students' listening to a song;*** *teacher let the children listen to the song, in this activity, teacher may sing the song and the children heard and comprehend the song. Fourth,* ***teacher and student singing the song;*** *teacher and the children singing the song by guiding of teacher in interpret the songs' chant until the student completely knowing and the student sing it again in repetition together with their friend, teacher also may use an instrument. Fifth,* ***reading a song-related text;*** *children instructed to read a text-related a song, kind of a text arranged by teacher in a short story form and the context is related to the song. Sixth,* ***students interact with text trough question and answer activities;*** *in this activity, student answered a number of question related to the text and song, the goal of answering the question to knowing the whether the children already known a number of every words given.*

From the procedure of the activities prove that the children able to comprehend word meaning and the children can write, spell and use the words in spoken forms. In addition, the children are motivated to learn English by singing the songs and memorize each the words that they have learned. It can be proved that by giving the-reading texts which are related to songs, the children will be facilitated in understanding and comprehending English words, and the children enjoy each word that they have learned by singing them in every place and moment that they have. The value of giving the students the reading texts prove that this way is an effective way of introducing fun and enjoyable English lessons to beginning learners of English.

The comparison score of the tests to prove whether using song-related reading text in this study applied two times of tests. First, test for *first test score* to indicate children's vocabulary before the treatment of using song-related reading text. Second, test for *second test score* after the treatment of using song-related reading text in increasing children's vocabulary. Both of these tests will indicate that the effective and innovative way in teaching English to Young Learner especially children in aged six to twelve years old by using song-related reading text have significant differences before and after using song-related reading text. Then it has been prove by the *t-test computation* that this way based on observed value proved that using song-related reading text is an innovative way in teaching children vocabulary, because the children interested to that way. Students are not only increase their vocabulary but they are also can write, spell and use the words in spoken forms.

2   REVIEW OF LITERATURE

Teaching English to Young Learner in this research related to the age of six to twelve years old children, and introducing English to the beginning young learners is very important. Vocabulary will help the student maintain their ability in learning language, as Schmitt (2010) stated, a large vocabulary is required for someone to use language in a desired manner. In increasing the children's vocabulary in their beginning learning English, teacher must modify the method of how to teach children to have them with fun learning situation. Focusing to this research, there are some of component that must clearly illustrated, which are; _Vocabulary, Song and Reading text_ as role of a context in increasing the children's vocabulary.

Vocabulary. Vocabulary is kind of word groups in study languages, especially in study English there are kind of words; noun, verb, adjective and adverb. As Tylor (1990) stated that vocabulary is central to language teaching. Based on Lenka (2006) stated that all languages consist of words, languages emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. Therefore, in Teaching English to You Young Learners especially in aged six to twelve years old is very important for the children as their Second Language. Studying vocabulary for children can be a challenge for them. As Scott (2002) stated that the learner while learning the vocabulary of a second language can come across several challenges:

- Making the correct connections, when understanding the second language, between the form and meaning of words
- When producing language, using the correct form of a word for the meaning intended (i.e. _nose_ not _noise_)
- To meet these challenges the learner needs to:
- Acquire a critical mass of word for use in both understanding and producing the language
- Remember words over time, be able to recall the readily
- Develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words
- Have to take responsibility themselves for vocabulary expansion.

Related to the challenges, children need to be taught with more interesting material arrangement to increase their vocabulary, one of the ways by giving the children material that is related to song and reading text to memorize each word that they studied.

Reading Text. Reading text has a very important role in Teaching English to Young Learner especially in increasing vocabulary. Jeremy Harmer (1998) stated that reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students, and Jeremy Harmer also stated that reading texts also provide opportunities to study language; vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and text.

In this research reading text is related to the song, the role of reading text that related to the song is to let the children memorize and comprehend the words given since the learning process were running in every meeting.

Song. The role of song in increasing children's vocabulary is making the material of memorizing words more interest. Why song? Song can be interesting to the children, because children like to sing, and children enjoy singing and they will have a good respond to sing song. According to Jolly (1975), using song can also give learners the opportunity to acquire a better understanding of the culture of the target language. So that's why song has an advantage in running the learning process of Teaching English to

Young Learner in early aged. Neil T. Millington (2011) stated that most obvious advantage to using songs in the young learner classroom is that they are enjoyable. Most children enjoy singing and usually respond well to using songs in the class, but there are more significant benefits to using songs other than just being fun.

Introducing song to children and let children singing songs will help the children memorize each word that they have studied, because the children repeat the words every time they sing it. Griffee (1992) stated that the children practice saying the words in the same way they sing the song, the children can repeat the words in rhythmic word groups. Therefore, it can be said that song can help children increasing their vocabulary because they enjoyable to sing and memorize the words every time they sing the songs.

3 RESEARCH METHODOLOGY

This study used quantitative method, because this study is an experimental. The data from the test given is the data achievement score from both "test before and after using song-related reading text". Based on the test, this study conducted to investigate whether by using song-related reading text in increasing children's vocabulary in aged six to twelve years old is effective rather than before when the children only use their dictionary.

3.1 Research Planning

This research conducted in private English Home Classes. The class has two meetings in a week and in every meeting children got different material (song-related reading text). Teaching and learning processes consist of any topics and songs to find the target of increasing children's vocabulary.

3.2 Participant

The numbers of student in this study are 10 children aged six to twelve years old. The children were selected as a sample is the student in class 1 to 5 of various elementary schools in Mataram, West Nusa Tenggara.

3.3 Data Collecting

The data in this study is collected from the achievement score before and after applied the using of song-related reading text. The question for the test as an instrument is related to the material that the children have studied. The questions consist of 10 questions, the questions arranged based on the song-related reading text in order to find the target of student's memorized and comprehended the words meaning. The words selected were from the material which is arranged from various selected songs and the song is suitable to the level of student ability. After the data is collected, the data will be analyzed to be the result of this study.

3.4 Data Analysis Procedures

The data analysis procedures are beginning from both data collected before and after using song-related reading text. The first data is data before using song-related reading text used the suitable words related to the children's ability before involved to the learning processes by using song-related reading text. The second data is data after using song-related reading text used the suitable words related to the children's ability before involved to the learning processes by using song-related reading text.

Researcher collected the data from the sixth part procedure of teaching and learning processes; students interact with text trough question and answer activities. Where the children answered a number of questions (ten questions) related to the text and

song. Kind of questions are whether the children know the meaning of the words, and the children were asked to memorize and comprehend the meaning. Of course the words given in the test are suitable with reading text and song that student read and sing. The children instructed to memorize the words meaning by singing the song that related to reading text that they read. At the end of the test, researcher collected the result and give the score achievement. Then the data collected in this study was analyzed by using means of Microsoft Office Excel. Because of proving the effectiveness of teaching and learning by using song-related reading text to increase children's vocabulary, the researcher here used test to measure the effectiveness of the process of using song-related reading text.

4   FINDINGS AND DISCUSSION

Statistical analysis. Statistical analysis described that after the data is collected from both of the tests; it was analyzed by using means of Microsoft Office Excel. The scores are shown in the table as score before using song-related reading text is called by "*first test score*" and score after using song-related reading text is called by "*second test score*", then both of these indicators will prove that the treatment of increasing vocabulary by using song-related reading text is an effective and innovative way in increasing children's vocabulary in aged six to twelve years old.

The comparison of first and second test scores
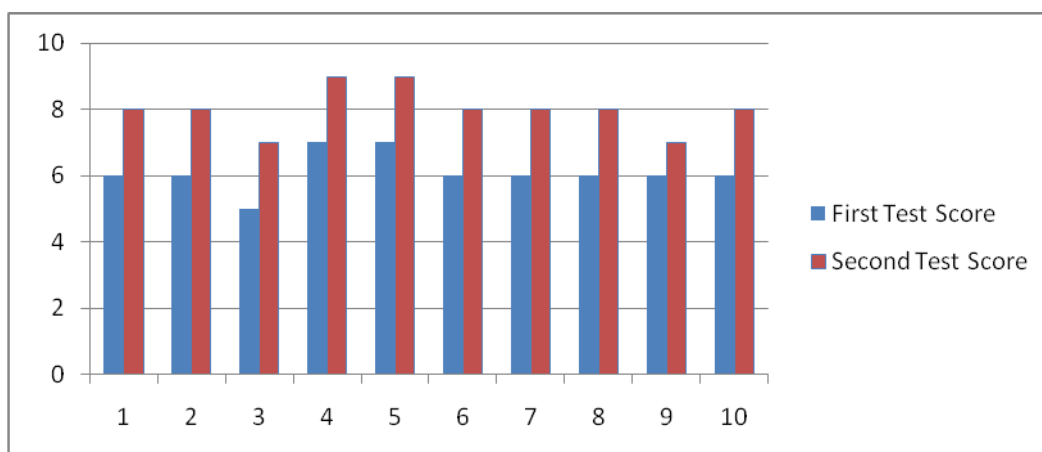
The figure of the comparison score above give the different significant scores, that this study of using song-related reading text is a very effective way in increasing children's vocabulary. The children also can always memorize and comprehend the words meaning, because the children can sing the songs as they repeat each words that they have know. They can write, spell and use the words in spoken forms as well as they enjoy to sing each song they have known.

The comparison also can be proved from the means of both tests before and after using song-related reading text in indication with "*first test score*" for score test before using song-related reading text, and "*second test score*" for test after using song-related reading text. Where mean of *first test score* were 6.1, while for *second test score* was 8.0.

In this analysis, there will be significant differences on increasing vocabulary by using song-related reading text to children aged six to twelve. The significant differences can be described in one sample t-test computation, as follows.

The data scores for both of tests: first test score (6, 6, 5, 7, 7, 6, 6, 6, 6, 6) and second test score (8, 8, 7, 9, 9, 8, 8, 8, 7, 8).

- Sample mean for first test score, are:

Sample mean, $X = \dfrac{\Sigma X}{N} = \dfrac{6+6+5+\cdots+6+6+6}{10}$

$$= \dfrac{61}{10} = 6.1$$

- One sample t-test computation procedure
  a. Population mean, $\mu = 6.1$ for first test score

  Sample mean, $X = \dfrac{\Sigma X}{N} = \dfrac{8+8+7+\cdots+8+7+8}{10}$

  $$= \dfrac{80}{10} = 8$$

  b. Sample standard deviation, are:

$$S = \dfrac{\sqrt{\Sigma X^2}}{N} - X^2$$

$$= \dfrac{\sqrt{8^2 + 8^2 + 8^2 + 7^2 + \ldots + 8^2 + 7^2 + 8^2}}{10} - 8^2$$

$$= \dfrac{\sqrt{644}}{10} - 8^2 = 0.632$$

$$'N-1 = \dfrac{X-\mu}{S} \quad \dfrac{8 - 6.1}{0.632} = 9.019$$

$$\overline{\sqrt{N-1}} \quad \overline{\sqrt{9}}$$

In the sample *t-test* computation above, for 9 degrees of freedom the value of *t* require for the 5 per cent level of significant is 2.262 in "*t*" table distribution.

The observed value of *t* is just more than 2.262 and the result in this study is significant that the differences of before and after using song-related reading text in increasing vocabulary by using song-related reading text to children aged six to twelve years old. The mean of both tests gives the different value, where for the *"first test score"* mean is 6.1 and for the *"second test score"* is 8.0 that proved the *t-test* value for this study is 9.019.

By using experimental, this study examines whether the treatment of increasing the children vocabulary using song-related to reading text is effective. It has been proved that using song-related reading text is an innovative way in teaching children vocabulary, because the children interested to that way. Students are not only increase their vocabulary but they are also can write, spell and use the words in spoken forms.

5   CONCLUSION AND SUGGESTIONS

Conclusion. In this study, teaching vocabulary for children is very important, because learning English required the children a large number of vocabulary to master the language that they learn. The procedure of teaching English in increasing their vocabulary, children should be involved to the procedure that conducted to the use of song-related reading text; teacher-student greetings, brainstorming activities, students' listening to a song,teacher and student singing the song, reading a song-related text, and students interact with text through question and answer activities.

The activities procedure of using song-related reading texthas been proved that the children able to comprehend word meaning and they can write, spell and use the words in spoken forms. The treatment of singing song and reading text in learning and teaching process let the children to be motivated to learn English. Giving the children song and reading text in this study prove that this way of increasing vocabulary by using song-related reading text in its activities is one of an effective and innovative way introducing the children in the beginning learning English.

The role of song-related reading texts is one of an interesting, effective and innovative way in learning English for young learners. The selection song and reading text support the children to be interesting and enthusiast to study language profoundly. Teacher should be strong at the knowledge to connect with the children, children need that their teacher interested to them to teach them a new material. On the other hand, children should come across several challenges to understand language. As Scott (2002) stated that the learner while learning the vocabulary of a second language can come across several challenges:

- Making the correct connections, when understanding the second language, between the form and meaning of words
- When producing language, using the correct form of a word for the meaning intended (i.e. *nose* not *noise*)
- To meet these challenges the learner needs to:
- Acquire a critical mass of word for use in both understanding and producing the language
- Remember words over time, be able to recall the readily
- Develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words
- Have to take responsibility themselves for vocabulary expansion.

Related to the challenges, children need to be taught with more interesting material arrangement to increase their vocabulary, one of the ways by giving the children material that is related to song and reading text to memorize each word that they studied.

Suggestion. This study is just like most any other study that should be there the limitations to measure the objective of the target. When conducted the experimental the objective result to measure the increasing of ability in increasing vocabulary for Teaching English to Young Learners should be suitable with any materials given. The variation of the material should be interest, simple, suitable with the level of children's ability. Kind of questions must base on song and reading text that teacher have taught them before in every session of learning and teaching processes.

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STRUCTURAL AND CORE FEATURES OF PROFESSIONAL DEVELOPMENT ACTIVITIES DONE BY PROFESSIONAL EFL TEACHERS IN MALANG REGENCY

Dini Kurnia Irmawati
DINIKURNIA@ub.ac.id

Vocational Program, Universitas Brawijaya
Jl. Veteran 12-16 Malang, East Java, Indonesia

Abstract

This study intends to provide empirical data about PD experience done by professional EFL teachers at Junior High School (JHS) in Malang Regency in developing their pedagogical competence, and more importantly to analyze PD activities based on the six features of PD proposed by Garret et al. (2001) which include structural features (form, duration, participation) and core features (active learning, coherence, content knowledge). The data collection was done in 2 stages, namely: selecting the research subjects (which involves MGMP forum, headmaster, colleagues, as well as students) and analyzing the activities that have been done. The findings show that structural features of PD activities done by professional EFL teachers in Malang regency to develop their pedagogical competence are 1) the form of activities includes both reform type (teacher forum of MGMP) and coference or workshops; (2) the average amount of time spent is 1-2 hours each day; (3) participation includes both individual and group activities. The findings of the core features of PD activities are (1) active learning feature in PD activities include sharing with colleagues for problem solving case and reviewing students' learning progress; (2) many of the activities done are already in line with the set goals; and (3) content knowledge includes language components and skills, and TEFL matters (teaching media, teaching strategies and assessmentprocess to evaluate students' learning).

*Keywords: structural features, core features, professional development
activities, professional EFL teachers*

1   INTRODUCTION

Having reviewed several previous studies concerning profile of exemplary English teachers as well as trajectory study with focus on their experiences in developing their professionalism, some limitations of the previous studies are identified. Studies by Kolo (2006), Anugerahwati (2009), and Husein (2013) highlight a profile of exemplary English teachers without tracing back the ways how those exemplary teachers come to their present level of professionalism. With regard to the importance of professional development for English teachers as well as the limitations of the previous studies. further investigation is needed to give more fruitful portrait of how to determine whether English

teachers are professional or not and the ways how professional English teachers develop their professionalism, particularly their pedagogical competence.

The rationale of investigating pedagogical competence of professional English teachers further rather than their other three competences (personal, social, professional) is that because mastering knowledge about English itself would be meaningless for English teachers if they cannot help learners learn the target language. The importance of pedagogical competence of English teachers in relation to the subject matter they teach has encouraged the researcher to investigate how professional English teachers develop their pedagogical competence in teaching English in their day-to-day teaching practice. The pedagogical competence in the present study will cover the aspects of how English teachers prepare the materials, conduct teaching and learning activities that promote students' learning, and how assess students' learning progress. Tracing back what professional English teachers have done in developing their pedagogical competence is the focus of this study.

In relation to this, Garret et al. (2001) through their study about Professional Development (PD) have identified key features of teachers' professional development. Their study shows that there are two main categories of the features, namely structural features and core features. Structural features are defined as characteristics of the structure of professional development activity which cover the form or organization of the activity, duration, and participation. Meanwhile, core features are those related to characteristics of the substance of the activities that include active learning, coherence and content focus.

Regarding this, the purpose of this study is to investigate what has been done by professional EFL teachers in developing their pedagogical competence. Having found out the ways how they develop their pedagogical competence, analysis of PD activies is doneby using six features of PD activities proposed by Garet et al. (2001).

2   METHOD

This study intends to investigate the professional development process which has been experienced y professional EFL teachers at junior high school to develop their pedagogical competence. Since the activities of EFL teachers to be professional and how those activities help them develop their professionalism are such a process that takes time, descriptive data are collected. This study is conducted in the area of Malang regency. The research procedure is divided into two stages, namely stage 1 and stage 2. Stage 1 is the stage in which the researcher selects professional EFL teachers as the research subjects. The subject selection is adapted from a study done by Amin (2013). The procedure includes setting selection criteria, implementing the selection process, and interpreting the result of the selection. The research instruments used are interview guide, observation sheet and questionnaire. Afterwards, stage 2 is done to investigate the process of how the research subjects develop their pedagogical competence. The researcher uses interview guide to collect data related to PD activities that have been done by the research subjects. Supporting and relevant documents are also used to gather data. The documents are those which can be used as the proof of what has been said by professional EFL teachers regarding their activities for professional development, such as curriculum vitae, certificates, portfolio, teaching media, etc.

3   FINDINGS AND DISCUSSION

Having implemented the selection process to choose professional EFL teachers   in Malang regency, it is found out that there are two teachers whose qualification and performance have met the criteria of professional teachers in the present study. After analyzing the result of the interview as well as other related documents such as portfolios of the two research subjects, it is revealed that Professional Teacher 1 (PT 1) and Professional Teacher 2 (PT) have some similarities and differences in developing their pedagogical competence through their PD activities. However, more similarities of PD activties are uncovered from their experience in developing their pedagogical competence.

3.1   Kinds of PD Activities done by PT 1 and PT 2

In this section, kinds of PD activities done by PT 1 and PT 2 are presented from the most frequent activities to the least frequent ones. For PT 1, the most frequent PD activities done is self-PD activities, such as reading online journals , reading TEFL books, updating from the internet about many kinds of teaching preparation and teaching strategies. Self-PD activities give an idea that the initiative of the action is truly from him. No one asks him to do so, but he still does it for his own self-improvement.The reading activities as well as surfing the net are mostly done at home after finishing his teaching duty. Next, PT 1 also often share and discuss with his colleague. He often does this activity when discussing about teaching materials to be taught, what strategies to be implemented in class to make students understand the materials well, and also solving particular problems in class. This kind of activity helps PT 1 a lot because he can get meaningful feedback from his colleague about day-to-day teaching practice. The next PD activity is joining teacher forum or the so-called *MGMP.* This activity is done twice a month. He regularly attends the forum . There are variations of the topics to be discussed in the forum, such as designing a good lesson plan, assessment for TEFL especially about constructing test items, and many othets. However, PT 1 states that English as a means of communication is rarely used in this forum.

Moreover, PT 1 also has his teaching experience in one of the most popular non-formal institutions. In this place, he states that he learns a lot about how to teach English better in class, teaching materials as well as how to make students keep their attention during the teaching and learning process. He applies knowledge he has got from the institution to the school where he teachers and it turns out well.

Additionally, PT 1 also attends seminar or workshop to optimize his pedagogical competence. He says that this is actually his favorite PD activity because he mostly gets what he has expected to get in the seminar or workshop. A lot of new knowledge about teaching media, teaching strategies as well as assessment is very helpful for his professionalism as anEnglish teacher. Also, the presence of experts as the speaker or facilitator has made him interested in joining more seminar or workshop. Even though he states that this is his favorite PD activity, he cannot do it as frequently as the previous PD activities because of financial problem and his busy teaching hours at school. If the school does not permit him to go during the teaching hours, then he will not attend such seminars or workshops.

Furthermore, conducting research like CAR (Classroom Action Research) and writing the research report have also been done to improve his competence. This is because implementing CAR indicates that he knows what is going on in his class and he tries to solve the problems. He has implemented CAR during his research for East Java province as well as when pursuing his Master degree.

PT 2 has also done a lot of efforts to increase her pedagogical competence. The most frequent PD activity done is the same as PT 1that is self-PD activities in the form of keeping updated from the internet. PT 2 makes use of the internet a lot to find solutions for her teaching material and media selection as well as teaching strategies. The nextPD activity that is often done is getting involved in the teaching forum. This forum is a great place for to share knowledge and learn a lot from other English teachers in relation to the teaching practice. In addition, PT 2 also has become trainers or facilitators for the teacher trainings in the teacher forum. She says that even though she becomes the trainer, she also learns a lot from the activity.

Besides, PT 2 has done discussion with other colleagues at the same school. She does it a lot because she is active in *MGMPS* and she shares many things to her juniors about teaching materials and strategies. Even though she is considered as senior English teacher at her school, she also learns many things from her juniors. In other words, sharing and discussing with colleagues are valuable activities for her. Then attending seminar and workshops is also often done by PT 2. She enjoys a lot about this PD activity. She has attended seminars about curriculum, teaching media, teaching strategy and assessment as well. So far, she mostly becomes the participant in the seminar .Next, the less frequent PD activity done by PT 2 is related to conducting research and writing the research report. She says she does not really like writing. She thinks that start writing paper or research report is something not easy to do.

Based on kinds of PD activities done by PT 1 and PT 2, it can be seen that the two research subjects have more similarities. The common thing is that the research subject has done self-PD activities like independent reading and making use of the internet; sharing and discussing with colleagues at the same school; and joining teacher forum in *MGMP* as frequent activity to develop their pedagogical competence. This is in line with the result of the study done by Priajana (2015) which shows that out of 7 professional teachers that have been investigated, all of them have also done those activities in developing their pedagogical competence. Similarly, the least frequent activity done by the research subject is that about conducting research and writing the research report. Priajana (2015) reports that out of 7 professional English teachers that have been investigated, only one of them does this PD activity to improve their pedagogical competence.

The fact that the research subjects do individual PD activities like reading journal goes the same way like what Murray (2010) states that is the most obviou s PD activity done by an English teacher is reading articles about the teaching of English. Through this reading activity, insight will be obtained by the teacher so that they well stay updated with the the issue related to TEFL which can result in improving their teaching skills to help learners learn much better. Additionally, the importance of the teacher forum which has has been confirmed as a helpful activity for the research subjects to increase knowledge about TEFL and as a place to have problem solving activity in their teaching practice is in line with Harmer (2007) who says that teachers' group meeting done regularly is insighful for teachers' development.

3.2   Structural and Core Features of PD Activities Undertaken by PT 1 and PT 2

In relation to the structural features of PD activities, the forms of the activities done by the research subject are both in the form of reform type (teacher forum whether in the area of Malang regency/ *MGMP* or in the area of school /*MGMPS*) and of workshop and conference about TEFL. Then the amount of time spent to develop their pedagogical competence for individual PD activities (reading or surfing the net) is about 1-2 hours

each day which can be done either in theaafternoon, evening or midnight. Additionally, in terms of the aspect of participation, the researher has done individual PD activities more often compared to the collaborative or grouped PD activities. However, this does not mean that they do not do any collaborative or PD activities in group. They still do it through sharing and discussing with colleagues in the teacher forum or other conferences, yet the frequency of this group activites is less frequent than the individual ones.

Meanwhile, in terms of the core features of PD activities in the aspect of active learning, all activities that have been done by the research subjects have provided chance for the teachers to get engaged in meaningful analysis. For instance, the research subject's activity sharing problems with colleagues about his/her teaching practice has made them try to analyze what their teaching strength and weakness are in order to find solution for the problem. Having found the problem, the the reearch subject then applies possible solution that has been planned. s/he then tries to see of the proposed solution is able to help them solve the problem in class. Through this daily activity, the teacher is learning also.

Next, in relation to the aspect of coherence, many of the PD activities done by the research subjects have accomodated the expectation or their set goals, such as knowledge they have got from colleagues and trainer in the teaching forum and workshops. Last but not least, the aspect of content knowledge of PD activties mostly covers language components, language skills, teaching media, teaching strategies and assessmentprocess to evaluate students' learning.

4 CONCLUSIONS AND SUGGESTIONS

To sum up, kinds of most frequent PD activities done by professional EFL teachers in Malang regency include individual PD activities (readin online journal and surfing the net), sharing and discussing with colleagues at the same school, attending teacher forum of *MGMP* regularly, and joining workshops and conferences. Then the structural features of PD activities are the form of activities includes both reform type (teacher forum of MGMP) and coference or workshops; the average amount of time spent is 1-2 hours each day; participation includes both individual and group activities. Then the core features of PD activities are active learning feature in PD activities includes sharing with colleagues for problem solving case and reviewing students' learning progress; many of the activities done are already in line with the set goals; andcontent knowledge includes language components and skills, as well as TEFL matters (teaching media, teaching strategies and assessmentprocess to evaluate students' learning).

English teahers are recommended to keep developing their pedagogical competence by doing various activities to make them much better. Doing relevant PD activities with what they really need in their teaching practice is greatly suggested. Then the school where the teachers teach sould give more attention to the teacher professional development ,such as by sending them to TEFL seminars and workshops and having follow up activity for the teachers. Thus, EFL teachers will be able to improve their professionalism.

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STUDENTS' PREFERENCES TOWARD CORRECTIVE FEEDBACKS ONSTUDENTS' ORAL PRODUCTION

RindaFitriana

rinda1_rafa@gmail.com

BibitSuhatmady

suhatmady@yahoo.com

IwanSetiawan

iwansetiawan_s2bingunmul@yahoo.com

UniversitasMulawarman

RektoratKampus Gn. Kelua, Jl. Kuaro Kotak Pos 1068 Samarinda 75119

Abstract

This study aimed on revealing students' preference on types of corrective feedback given by their English teacher as well as their reason. The study was conducted in a vocational school in Samarinda. Data collection was done by means of observation, interview and questionnaire. The observation was done for three meetings each in two different level of English proficiency classes (high and low) and ten students from the observed classes were interviewed. Moreover, the questionnaires were administeredto 196 out of 385 students from all classes of twelfth grade.Furthermore, the result of this study revealed that the students preferred to have Explicit, Meta-Linguistic Clue and Elicitation corrective feedback. However, there was mismatch between students' preference on the expected type corrective feedback (Explicit) and the teacher's corrective feedback (Recast). The students' preference on explicit corrective feedbackwas based on the reason that it provided answer and explanation on the correct version of the corrected oral production. The students' preference on Meta-linguistic Clue and Elicitation corrective feedback were because these feedbacks activated their knowledge and generated students' thinking to discover the correct version.

Keywords:students' preferences, corrective feedbacks, and mismatch

1   INTRODUCTION

Students who learn English as foreign language must do a lot of errors during the learning process. Teachers have responsibility to repair the errors in order to prevent them doing the same errors at another occasion (Cognitive Code learning; Ur, 1996) and make them closer to acquiring the target language (Interlanguage theory; Selinker, 1972, 1992, in Ur, 1996). In other side, they also need to maintain students' motivation in English. Correcting students' errors sometimes lead students to be demotivated. Inappropriate correction or negative feedback from teacher might influence student's anxiety, which means it might cause fossilization (Vigil and Oller, 1976 in Brown, 2000; Rahimi and Dastjerdi, 2012) and it can cause student blanking on to say something in the target

language (Ortega, 2009). Therefore, giving correction to students' errors should meet their expectation (Oladejo, 1993; Katayama, 2007), so that, they still can repair their errors and improvetheir English, in way of correction that they can accept. Since, students expect feedback from the teachers every time they try to produce their English. For them, feedback is one way to make them closer to English and finally acquire it as their second language. For that reason, this study aims to answer research questions as follows: (1) What are students' preferences toward corrective feedbacks on their oral productions?; (2) Why did the students in prefer to have particular types of corrective feedback?

1.1 Corrective Feedback

The goal of giving corrective feedback is to repair student's error. Harmer (2001:104) emphasized that to react on errors which occurred during oral work, teacher needs to consider the stage of the lesson, the activity, the type of error made, and the particular students who are making that error. He also added that, in treating students' errors, teacher also needs to consider the purpose of the lesson, whether it emphasizes on the accuracy (such as activity with a piece of grammar, a pronunciation exercise, or vocabulary enhancement) or it focuses on fluency which let students to use the target language as fluent as possible. Therefore, the purpose of the lesson will influence teacher to provide appropriate types of correction for students who making errors. For example, when the purpose is to make students use English fluently, then teacher is not expected to use immediate corrective feedback. Since, the student may accept negative affective feedback which leads her/him to inhibit in trying communicating the idea in English. In short, negative feedback or inappropriate corrective feedback may affect students to stop learning and cause fossilization.

After a teacher decided the quantity, the timing and the corrector of errors should be corrected, teacher should decide what treatment to be used or we called the treatment as teacher's correction. There are several types of error correction which emphasized on the timing (immediate or delay) and the manner (implicit or explicit). In this section, we provided types of correction that used by Chaudron (1977 in Chaudron, 1988); Lyster and Ranta (1997), Méndez et al, (2010), Méndez and Cruz (2012) and Harmer (2001). There are at least thirty types of correction that Chaudron proposed (see Appendix 1). It seems the model that Chaudron (1977, in Allwrigth and Bailey, 1991:220) described the error treatment process in detail. However, we only took the 'transfer' and 'interruption' type of correction to be added in her instruments for the focus of preferences on type of corrective feedback, since, they are the common type that used by teachers whom we ever met for correction. Moreover, types of correction that Lyster and Ranta (1997), Méndez et al (2010) and Méndez and Cruz (2012) developed similar types with Chaudron, but it is more concise. Méndez et al (2010) used the types of correction that developed by Lyster and Ranta (1997) and added Yao's (2000 in Méndez et al, 2010; Méndez and Cruz, 2012) interruption and body language as corrective feedback.

Lyster and Ranta (1997) found six types of corrective feedback. First is Explicit Correction. This type describes teacher providing the correct version of the error by saying "Oh, you mean…," "You should say…" to indicate student's error clearly. Recast is the second type of corrective feedback. Here, teacher paraphrases all or part of a student's error. If it relates to Chaudron's theory, it is similar to the categories of "repetition with change" and "repetition with change and emphasis". Lyster and Ranta (1997) also added that L1 translation is included in recast. Moreover, Clarification Request is the third type of corrective feedback. In this type, teacher uses phrases like "Pardon me" to require student self-correct the error. The next type is Meta-linguistic

feedback. It contains comments, information, or questions related to the correct version implicitly.

Usually, teacher will use question like "Can you find your error?" or statement like "No, no X", or just "No". Elicitation is the fifth type of corrective feedback. It refers to three teacher's techniques to make student provide the correct form of the error. The techniques are 1) strategically pausing to allow student continue teacher's sentence with the correct form, 2) using question like "How do we say X in English?", and 3) asking students to reformulate their utterances occasionally. The last type is repetition. In this type, teacher repeats student's error and isolating it by changing the intonation to emphasize the error location.

In research that was done by Lyster and Ranta (1997), the examples of each types of corrective feedback is in French. Since, they investigated French immersion classrooms. We had difficulty to comprehend those examples for these types of corrective feedback. Therefore, we adapted examples that Méndez et al (2010) developed from Lyster and Ranta's (1997) types of corrective feedback. Méndez et al (2010) divided the correction into two; implicit and explicit corrective feedback. Explicit corrective feedback refers to the condition when teacher tell student that s/he made error clearly as well as provide the correct version by using phrases like "You should say…" and followed by explanation. Meanwhile, they defined implicit corrective feedback as correction that given by teacher that is done indirectly, in order to push student self-correct their own errors. However, sometimes this type of correction leads students to confusion. There are seven types of corrective feedback that summarized by Mendez et al (2010). They are: (1) **Recast.** Teacher repeats student's error by providing the correct version. In recast type, usually teacher does not use phrases such as "You mean…" or "you should say…" (Lyster and Ranta, 1997, in Méndez et al, 2010); (2) **Clarification request.** Teacher usually asks the student to repeat the deviant utterances with intention student enable to self-correct. It focuses on comprehensibility or accuracy, or both. Usually, teacher use phrases "Pardon me", "Excuse me", and "I'm sorry". (Lyster and Ranta, 1997 in Méndez et al, 2010); (3) **Metalinguistic feedback.** This type allows teacher to provide information or questions link to the error that student made without correct it explicitly (Lyster and Ranta, 1997, in Méndez et al, 2010); (4) **Elicitation.** Lyster (1997, in Méndez et al, 2010) described this type of correction as the condition where a sentence is provided by teacher and s/he tactically stop to make student continue it with the correct form, then, if the students still give wrong answer, s/he comments like "No, not that. It's a…" or the error is repeated; (5) **Repetition of error.** The learner's error is repeated in isolation. Usually, teacher's intonation is adjusted to emphasize the error. (Lyster and Ranta, 1997, in Méndez et al, 2010); (6) **Interruption.** Before student completed his or her sentence, teacher corrects the error directly. It can be said as immediate corrective feedback (Yao, 2000 in Méndez et al, 2010); (7) **Body Language.** Yao (2000, in Méndez et al, 2010) described that teacher uses his/her facial expression (e.g.: rising eyebrows) or body movement (e.g.: move her/his head) to tell that the student has made error and is expected to self-correct.

Moreover, Méndez and Cruz (2012) called these types of corrective feedback as types of oral corrective feedback strategies. They summarized these types from Ween (2011, in Méndez and Cruz, 2012) and Yao (2000, in Méndez and Cruz, 2012). They classified these types into two; 1) correct form is provided and 2) correct form is elicited. Actually, they types of corrective feedback that they proposed were similar to Lyster and Ranta's (1997). In Méndez and Cruz's (2012) research, types of corrective feedback such as recast, explicit correction and explicit correction with meta-linguistic explanation belong to the category of 'correct form is provided'. Meanwhile, corrective feedback

types such as repetition, elicitation, meta-linguistic cue, body language and clarification request refer to the category of 'correct form is elicited'.

Reviewing the types of correction that Chaudron (1977 in Chaudron, 1988), Méndez et al (2010), and Méndez and Cruz (2012) summarized, we assumed that these types of correction are actually used in the classroom, just, perhaps teachers do not know the names of the correction. It is happened because teachers (includes we) intuitively do the correction without referring the correction they give to the theory or previous research findings. Therefore, this issue became one of reason that forms the background of this study. It aimed to find out whether the correction that teachers have given to students can be proved theoretically effective or not effective to be use.

The explanation of various kinds of corrective feedback above underlain the construction of instruments (i.e.: questionnaires, interview guide, and observation guide) in this study. We combined Chaudron's model (i.e.: transfer, interruption), Lyster and Ranta (1997) (i.e.: explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition), and Yao (2000, in Méndez et al, 2010 and Méndez & Cruz, 2012) (i.e.: Body language and facial expression) for collecting data on types of corrective feedback that students prefer to have. Of course, the characteristic of students and the class were the main consideration for choosing the types of correction that put in questionnaires, interview guide, and observation guide. For that reason, we referred to nine types of error correction to be investigated in this research. They are 1) Explicit correction, 2) Recast, 3) Clarification Request, 4) Meta-linguistic feedback, 5) Elicitation, 6) Repetition of Error, 7) Interruption, 8) Body Language, and 9) Transfer. Moreover, since the previous findings were done in different setting of research, there was a chance that this research revealed another type of error correction beside those nine types. We considered them as a finding and we also needed to investigate the reasons as well.

2   METHODOLOGY

This study applied Mixed Method because we need quantitative approach (i.e.: using questionnaire as the instrument) to gather data of students' preferences toward types of corrective feedback and qualitative approach to collect data of students' reasons for preferring particular types of corrective feedback through student interview and classroom observation.

This study involved 196 students (from 385 students) of twelfth graders as the source of data for questionnaire, 68 students from classes (high and low proficiency class) as the source of data for observation and 10 students from the observed classes as the source of data for student interview.

We used three kinds of instruments; student questionnaire, student interview guide, and observation guide. At first, we did observation for three meetings in each class (i.e.: high and low proficiency class). We video recorded the three meetings and transcribed them for analysis. As well as interview, we conducted interview to ten interviewees after the observation had done. We prepared twenty-five questions based related to the reasons students preferred particular types of corrective feedback. The duration for each interviewee was about five to twelve minutes. All interviews were conducted in Bahasa Indonesia. We also recorded the interviews and transcribed them for analysis. We analyzed data of observation and interview transcript by using Creswell's (2008) model of analyzing qualitative data.

Furthermore, we used dichotomous questionnaire (Yes/No answer). There were three sections; 1) preferences on types of corrective feedback, 2) students' attitudes toward corrective feedback and 3) demographic questions. Overall, the questionnaire

consisted of twenty-eight items; section 1 covered nine questions, section 2 covered twelve questions and section 3 covered seven questions. The questionnaires used in this study were the adaptation of Chaudron's (1977) error correction, Oladejo's (1993) questionnaire, Katayama's (2007), Yao's (2000 in Mendez et al, 2010) error correction, Lyster and Ranta's (1997, in Mendez et al, 2010) and Lyster and Ranta's (1997) error correction. Since the population was 369 students (it almost 400 students), so the amount of sample that we should take was 196 students with level of confidence 95% (The Research Advisors, 2006). After validating and revising the questionnaire, we administered the questionnaires to 196 studentsof twelfth grade of SMKNegeri 1 Samarinda on 23rd to 27th September 2013. For data from questionnaires, we did simple calculation. It was by calculating how many students had answered "Yes" and "No" for each item of questionnaire.We, then, count the percentages and analyzed them by using frequency distribution analysis.

3 FINDING AND DISCUSSION

3.1 Finding

Observations: From 373 minutes video transcript of three meetings each (high and low proficiency class), we found that, during three meetings in low proficiency class, there were found 155 errors occurred. Only 33% of the total errors were treated by the teacher and 2% of them were treated by student peers. The rest (65%) of them were ignored. Meanwhile, teacher in high proficiency class treated 42% of total errors occurred (i.e.: 151 errors) and ignored 56% of them, and 2% of them were treated by peers. Overall, both teacher mostly treated teacher norms errors. Regarding to the types of corrective feedback that teachers used during the three meetings, we found that both teacher mostly used Recast to treat students' errors, followed by Loop (i.e.: Teacher ask student to repeat the error to ascertain the error), Combination (i.e.: Teacher used several type of corrective feedback to notice student's error) and Elicitation. After taking corrective feedback, students were able to repair the error correctly (LP class: 39% (linguistically and 19% correct in Teacher's norm but not linguistically; HP class: 50.7% linguistically). Moreover, we also found that the teachers themselves provided wrong remark when they gave correction. Especially in LP class, the teacher was lack of English knowledge, so that we provided more wrong remarks than the teacher in HP class.

Interview: From the interview transcripts of ten interviewees, we found that most of students could accept corrective feedback because it made them know the location of their error. However, the acceptance of feedback may vary based on how the correction is given. Few students said that correction might make them feel nervous, dispersed concentration and feel embarrassed. Regarding to the timing of corrective feedback given, almost all students did not like immediate correction (i.e.: interruption) because it made them blank and forget what to say (50%), dispersed concentration (40%), afraid to continue speaking, confused and less-valued (20%), clumsy, nervous and awkward (10%). In terms of students' preferences toward corrective feedback, students preferred to have explicit corrective feedback (50%) because teachers provided more explanation on the location of error and the right version of errors, it was not puzzling, it was more detail and clearer so they can learn more. The other 50% preferred to have implicit corrective feedback such as meta-linguistic clue because it made them think deeper (30%), activate their knowledge and more capable in English (20%), and feel challenged (10%).

Questionnaire: From the result of questionnaire, we found that 97% students preferred Explicit Correction, 87% preferred Meta-linguistic clue and 65% preferred Elicitation.

3.2 Discussion

3.2.1 Students' Preferences toward Corrective Feedbacks on Students' Oral Production

Based on students' responses on questionnaires, they preferred to have 1) Explicit correction, 2) Meta-linguistic clue, 3) Elicitation, 4) Clarification Request, 5) Repetition, 6) Transfer, 7) Body Language and Facial Expression, 8) Recast, and 9) Interruption. It was consistent with Amador's (2008) finding that revealed explicit correction as the error correction techniques students preferred to have. Meanwhile, students' responses on interview showed that some of them (50%) preferred explicit corrective feedback (Explicit and Recast) and the rest (50%) preferred implicit corrective feedback (Elicitation, Meta-linguistic Clue, Repetition, and Clarification Request). However, from the reasons they stated, they tended to explicit corrective feedback. There were seven reasons for preferring explicit correction and five reasons for preferring implicit correction.

Explicit and Recast included in explicit corrective feedback. It means that data from questionnaire and data from interview were matching each other, although Recast was in the eighth sequence in questionnaire result. Both data showed that students preferred explicit corrective feedback rather than implicit corrective feedback. However, since Explicit correction was liked the most, students still expected teachers' explanation for the reason why it was errors and how to repair them, besides, just giving the correct version directly. If students' preferences were related to their proficiency, both LP and HP students preferred Explicit correction and Meta-Linguistic clue. However, in terms of Elicitation, it seemed that LP students preferred Repetition rather than Elicitation. Otherwise, HP students preferred the contrary.

To know whether students' expectations met teachers' corrective feedback in the real class, we consulted these two data to observation data. From observation data, we found that both teachers used Recast most of the time. It consistent with previous finding, Jabbari and Fazilatfar (2012) found that teachers mostly used Recast for EFL students at elementary level and high intermediate level. We believed that her finding was the same because of the same level of EFL students; it was elementary to intermediate level.

However, Mrs. E (LP class teacher) and Mr. Y (HP class teacher) still combined Recast with implicit corrective feedbacks. They used Recast after the students could not repair the error when they used implicit correction, such as Elicitation, Meta-linguistic Clue, Repetition, Confirmation and Transfer. We called this type as Combination (see excerpts 27-36 and excerpts 142-166).Since, to treat one student's errors, they used more than one types of corrective feedback and they used to start it with implicit correction to let students self-repair the error. After students gave up guessing the correct version, they gave explicit correction. It means that actually these teachers had met students' expectation in terms of using implicit correction such as Meta-linguistic clue and Elicitation. Nevertheless, they did not fulfill students' expectation in terms of using Recast. We can conclude that Mrs. E and Mr. Y had fulfilled students' expectation but not 100% in scale. In other words, they gave corrective feedback that students preferred to have but not for all types.

Furthermore, although students said implicit corrective feedback, a few students did not like Repetition too much since it puzzled them. Repetition made student feel that it just wasted time (P1. L70-L72) if students have lack of knowledge about the error and

it just made them more confused (P10. L50-L57, L61-L65). Consulting to data of questionnaire, fifty five percent (107 respondents) liked it. Meanwhile, data of observation showed that Mrs. E did not give Repetition and Mr. Y gave it about 8%. Data of interview and data of observation were matched since a few students did not expect it and teachers did not give it too much too. However, they did not match with data from questionnaire since in general; some of students (55%) expected Repetition.

Moreover, based on interview responses, all students preferred if the teacher delivered corrective feedback after they had finished speaking. It means that students did not like Interruption. It also supported by data from questionnaire. It showed that 167 students (85%) did not like CF. Interruption. Consulting these both data to the result of observation, Mr. Y and Mrs. E gave CF. Interruption but not too much. Mr. Y gave Interruption for 4% (5 cases) and Mrs. E gave it for 8% (6 cases) but one of them provided wrong remark.

Talking about Interruption, it dealt with the time of correction; immediate correction. Harmer (2011:107) had suggested teacher not to give immediate corrective feedback during fluency work. It would be better to wait until students had finished speaking. If we looked at the result of observation, Mrs. E had done six cases (8%) of Interruption and Mr. Y had done five cases (4%) of Interruption. It means that these teachers should not give Interruption when students were speaking. Since, as students said in interview, it made them confused, losing concentration, feeling unvalued and forgetting to say the next sentences.

Correcting students' oral work is not easy, especially, when teacher decides to give Interruption. It depends on the lesson objectives; for fluency or for accuracy. Harmer (2001) gave ways to treat students' error during fluency work. One of them was by doing gentle correction. It was the correction given when students could not continue to speak. Mrs. E seemed following this suggestion (See excerpt 34). We used Interruption to help the student continuing to speak. Meanwhile, Mr. Y seemed giving Interruption for 'silly' errors (i.e.: errors that students should not do because they have already mastered the rule) (see excerpt 160 and 166).

Moving to another implicit corrective feedback, although it was said that fifty percent interviewees like implicit corrective feedback, but when they asked about Body Language and Facial Expression (BLFE), eighty percent interviewees said they did not like it. Data of questionnaire also showed the same. It showed that only thirty percent students liked it. Data from observation also showed that BLFE was at the last rank of types of corrective feedback that teacher used. Mr. Y only gave it once during the three meetings of observation and Mrs. E did not give it at all. It can conclude that teachers matched students' expectation.

In addition, Transfer was included in the bottom four of students' preference toward corrective feedback. Transfer was the type of corrective feedback that students preferred to have in average. Data from interview showed that only three respondents liked it. Observation data showed that Mrs. E did not give any Transfer to treat students' errors. Meanwhile, Mr. Y gave Transfer to treat students' errors but not too much. He used CF. Transfer when the students could not answer his questions. There were seven cases (6%) of Transfer. Considering the less number of students' preference toward Transfer in questionnaire and interview responses, only a few of students expected Transfer. If we traced back the interviewees, two of interviewees who expected CF. Transfer were from Mrs. E's class (P6 and P7: see appendix 12). In real condition, Mrs. E did not give any CF. Transfer at all. We did not match students' expectation. Meanwhile, Mr. Y gave Transfer but only one interviewee expected it. We believed that this related to students' English proficiency. P6 and P7 were from LP class (low proficiency class). P6

and P7 said that they felt comfortable and did not mind having CF. Transfer (P6. L70-L72; P7. L62-L63). P4 thought her other friends were better than her (P4. L91-L93). From the reasons they gave, we assumed that these students did not want to think deeper to self-correct their error. That was why they liked CF. Transfer.

In conclusion, matching expectation between students' preferences toward types of corrective feedback and the types of corrective feedback that teachers gave in the classroom would make the correction more effective (Oladejo, 1993). However, in the real situation, they do not always match. Just like what we found in her investigation, the type of corrective feedbacks that students preferred to have was Explicit. Although, it did not match with the types of corrective feedback that teachers used; it was Recast. It must bring some effect to students, such as, they were confused to repair the error.On the other hand, students also preferred Elicitation and Meta-Linguistic and teachers gave it although they combined them with explicit correction. It means that teachers met students' expectation.What is more, students did not like CF. Interruption, Transfer and BLFE too much, and teachers did not give them too much in real class. More and less, the teachers had met students' expectation for their preference toward particular types of corrective feedback, although not for all.

In addition, we found that Expansion as a new finding. P8 stated that we did not like that way since it made her confused. We said that teacher's correction had complicated her. In Expansion, teacher added or provided new expressions or new words for students to combine and/or to change the previous words/sentences. This expansion made the student confused to repair (P8. L24-L29). Usually, students understand teacher's correction after s/he gave more explanations and provided the correct version. Although it was not full sentence, they understood how to repair the error; it was by adding more sentences for the dialogue they had performed.

3.2.2 Students' Reasons Preferring Explicit correction, Meta-Linguistic Clue and Elicitation

As it mentioned above, students preferred to have explicit corrective feedback, especially Explicit. Explicit was preferred because it was not puzzling since teachers gave explanation as well (P1. L61-L65; P10. L49-L50). Besides, Explicit was more detail and clearer. It also made students could learn more (P6. L57-L58; P7. L44-L46). As a bonus, students did not have to wait to know the correct version because in implicit correction teacher took time for students to self-repair and finally they gave the correct version (P6. L56).

Moreover, five of interviewees preferred implicit correction. Students preferred Meta-linguistic Clue and Elicitation because they made students think deeper (P2. L53-L58; P3. L71-L72; P9. L51). Moreover, Meta-linguistic Clue made students recall their knowledge and made them more capable in English (P3. L67-68; P8. L44-L46). In addition, these types of corrective feedback were challenging (P2. L54) and made them feel comfortable (P3. L70). However, students preferred implicit correction because explicit correction underestimated students' ability (P4. L68-L72).

3.2.3 Students' Reasons for Their Lack of Interest on CF. Repetition and CF. Clarification Request.

Repetition and Clarification Request have things in common. They both deal with repetition of error and indirect error notification. Students did not like Repetition and Clarification Request because they made students confused (P5. L50-L53) and these types just wasted time (teachers' and students' time) for waiting students' responses (P1. L70-L72). However, the acceptance toward these types depended on students'

knowledge. If the student had lack of knowledge about the error, then implicit correction would be a problem for him/her because it just made him/her confused (P10. L50-L57, L61-L65). S/he could not self-repair it although the teacher insisted. Therefore, explicit correction may be more effective for students who had lack of knowledge rather than giving them implicit corrective feedbacks.

3.2.4   Students' Reasons for Their Lack of Interest on BLFE

Still discussing about implicit corrective feedbacks that students did not preferred, BLFE was also the most disliked types of corrective feedback. Most of students did not like it because it was ineffective correction (P8. L72-L75) since they did not pay attention to teachers' body language and facial expression (P1. L79-L84). BLFE also made students confused (P5. L60) in knowing the location of the error (P4. L82-L83; P6. L66-L67; P7. L56-L57; P8. L62-L63; P9. L68-L69; P10. L75), and how to repair their errors. Moreover, BLFE made students felt uncomfortable (P4. L79-L80; P8. L54), were afraid of making mistakes (P4. L84-L85) and made students could not continue to speak because of confusing correction (P8. L58-L59). In addition, students assumed the teacher as a less-communicative person (P2. L66).

3.2.5   Students' Reasons for Their Lack of Interest on Transfer and Interruption

Additionally, talking about Transfer, only three interviewees liked this type because it made students no need to think deeper (P4. L91-L93) and feel comfortable (P6. L70-L72; P7. L62-L63). However, students supposed that Transfer just wasted teachers' time to give students who have lack of knowledge to self-repair ((P1. L101-L103: P10. L91-L99). P10 said that if one student in her class did not know the correct version, then, as usual, none of students in that class knew it. So, it would be better if teacher just give them correction explicitly (P10. L84-L85, L91-L97). In other words, it was not efficient to treat students' errors by using CF. Transfer. Another four interviewees said they disliked Transfer because it made them did not know the location of error (P1. L95-L101), made them feel unappreciated since the teacher did not give chances to self-repair ((P1. L104-L107: P2. L86-L87: P3. L88-L94: P8. L68-L70: P9. L84-L88), and made students felt like an incompetent person and worse than the other (P2. L79, L84-L85).

Moreover, Interruption was the most unwanted types of corrective feedback based on interview data. Data questionnaire also showed the same. Interruption was types of corrective feedback which given directly at the time students do errors. It was difficult for student to accept Interruption (P3. L35). Students disliked Interruption because it made them get blank and forget what they have to say next (P1. L43-L45; P3. L46-L49; P5. L36-L37; P6. L43- L44; P10. L38-L40). In other words, it made students' concentration dispersed (P3. L50-L51; P5. L34; P6. L43-L46; P9. L38-L39). Moreover, it also made them confused (P2. L37-L38; P6. L37-L38), nervous (P6. L39-L40; P10. L 41-42), feel less valued (P3. L53-L54; P4. L47), clumsy and awkward (P9. L35, L41). Therefore, students expected teachers to delay the corrective feedback after they finiwed the sentence.

3.3   Other Findings

As it had been touched above, we found three findings that previous findings did not find. They were 1) six new types of corrective feedback, 2) Teacher's Norm Errors and 3) NNS teachers had chance to provide wrong remark since they are the sources of students' errors, too. Firstly, besides the nine types of corrective feedbacks that we proposed before, we found other six types from observation. They were 1) Expansion, 2)

Explanation, 3) Loop, 4) Confirmation, 5) Combination and 6) Students' Example. In addition, in previous studies, teachers used to treat one student's error with one type of corrective feedback. However, in this study, we found that teachers used more than one types of corrective feedbacks to treat one student's error. It usually starts with implicit corrective feedback and ends with explicit corrective feedback. Therefore, we called this type as Combination.

Moreover, we found one type of errors. We called it Teacher's Norm Error. It is students' word or sentences that teachers think they are incorrect, such as, incomplete answer, unexpected answer, although, they are not deviant linguistic forms. The referent of the correct version of the errors is the teacher's norm. That is why we called it as Teacher's Norm Errors. Actually, Allwright and Bailey (1991) had recognized it before. They said '*we find that learners' responses are sometimes rejected by teachers-not because they are wrong but because they are unexpected*' (Allwright and Bailey, 1991:85). This case occurred in second or foreign language classroom. That explained teacher's norm errors appeared in this research, because, for the observed classes, English is as foreign language.

In addition, since the teachers were Non Native Speaker, there always be chances for them to do errors, too. The teachers' English proficiency also became the cause of teachers as the source of students' error. As the result, teachers provided wrong correction. Unfortunately, students followed these errors and they assumed them as the correct versions in native speaker norm, since, teachers provided these errors while giving corrective feedback. As the result, teachers did not make students' errors becoming correct, but, unfortunately, they made them lost.

4   CONCLUSION AND SUGGESTION

4.1   Conclusion

As a conclusion, students preferred to have Explicit and some implicit corrective feedbacks like Elicitation, Meta-linguistic Clue. They liked Repetition, Clarification Request and Transfer but not too much. Students did not prefer to have Interruption and BLFE since they were confusing.

Moreover, Students preferred Explicit because they could know the correct version of their error directly as well as teacher's explanation. In other words, Explicit was clearer than other types of corrective feedbacks. They preferred Elicitation and Meta-linguistic Clue because they activated their knowledge and challenging. Moreover, they did not like Repetition and Clarification too much because they would make students confused if they did not have knowledge about the errors. For low-proficiency students, Transfer saved them from teachers' pressure to make them self-repairing the error, but for high proficiency students, Transfer made them feel unvalued because the teachers did not give them chance to self-repair. In addition, students did not preferred Interruption and BLFE because it made them confused to notice the location of their errors.

Besides the nine types of corrective feedbacks that students preferred to have, we found that teachers gave six more types of corrective feedbacks to treat students' errors. They were Expansion, Explanation, Loop, Confirmation, Students' example and Combination. In terms of Combination, we found that, teachers used more than one types of corrective feedback to treat one student's errors since students did not notice their error at the first corrective feedback given. Furthermore, teachers mostly treated teachers' norm errors. These errors were not deviant linguistic form but they called errors because teachers thought so. Finally, since teachers were also the source of students' errors, we

found teachers provided wrong correct version of students' errors when they gave corrective feedbacks. Unfortunately, since the students were lack of English knowledge, too, they did not notice for the teachers' errors and followed them as the 'correct' version of their errors.

4.2   Suggestion

For teachers, it is important to consider students' English proficiency in terms of giving them appropriate corrective feedbacks. For example, High proficiency students preferred CF. Elicitation and CF. Meta-linguistic Clue, meanwhile, low proficiency students preferred CF. Explicit and CF. Transfer. By giving appropriate types of corrective feedbacks, the students will accept teachers' correction well (i.e.: repair the errors directly). Moreover, teachers need to consider using CF. Recast and CF. Interruption since they made students feel uncomfortable, confused and unvalued. Additionally, with all due respect, it would be better for the teachers to upgrade their English knowledge and their skill, in order to provide good input for students.Consequently, the teachers will be not the sources of students' errors anymore.

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TEACHERS' ASSESSMENT BELIEFS SHIFT IN ADOPTING NEW CURRICULUM

Deby Irawan
debyirawan@outlook.com

Indonesia University of Education
Bandung, Indonesia

Abstract

Indonesian education system recently adopts a new curriculum, the 2013 Curriculum. This curriculum has several developed elements, with the basis of the previous curricula, including in the assessment aspects. It was reformed from cognitive-based into authentic assessment, from grading or reporting into contributing to students learning. Adopting curriculum may changes many aspects and often followed by trainings. Some of the changes may conflict with teachers' pedagogical values and beliefs. The purpose of this study is to find out whether teachers' beliefs on assessment is change or not related to the curriculum adoption. In affection to reveal the phenomenon, qualitative method was utilized. The result shows that there was no shift in beliefs about assessment in adopting new curriculum. However, the use of assessment tools were shifted due to the curriculum demand. It can be concluded that adopting a new curriculum cannot change teachers' belief instantly. Many aspects that make teachers reluctant or hard to change. Those aspects can be categorized as in the curriculum, training, and the belief system itself. This study suggests the teachers to administer reflective activity, which is expected to give a clarity to the teachers about their best practices. For the policy maker, it is suggested to provide a training that accommodate teachers' previous beliefs, and also a continuous support system for teachers related to the curriculum application. Since belief is a fundamental element, it is need to be understood that it cannot instantly be changed especially if the previous belief is not accommodated in the process.

Keywords:belief, assessment, adoption of new curriculum, the 2013 Curriculum

1 INTRODUCTION

The shift between 2006 and 2013 Curriculum assessment is a milestone shift. It is a shift from traditional into alternative assessment, summative into formative assessment, from grading or reporting into contributing to students' learning. It makes assessment not only for collecting information of learners' achievement, but also for making it become a part of learning process. Even when the documents state the different of those type of assessment in the basis, some teachers decide to use the mixture of both traditional and alternative (formal and

informal) assessment methods (Wragg, 2001) rather than use a single type of assessment tools.

As the focus on this study, assessment can be divided into traditional and alternative assessment (Brown, 2007; Brown & Abeywickrama, 2010; Genesee & Upshur, 1998). Traditional assessment refers to all kind of test-based assessment, while alternative assessment refers to non-test assessment. Alternative assessment includes observation, portfolio, conference, journal, questionnaire, and interview.

Alternative assessment is also known as authentic assessment. Authentic assessment refers to "multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities" (O'Malley & Pierce, 1996, p. 4). It can cover all of the aspects of knowledge, understanding, skills, attitudes, and behavior that formal assessment might address (Wragg, 2001). Alternative assessment requires teachers to use their judgment about learners' knowledge, decide how to meet students' varying needs, and understand how to include feedback in teaching process (Tunstall & Gipps, 1996). Furthermore, it also in respect of learning how to share decision making about the learning and activity with other teachers, students, and their parents (Stiggins, 1996 in (Hargreaves, Earl, Moore, & Manning, 2001).

In the term of the 2006 Curriculum, assessment is knowledge-based assessment which is in form of national examination, daily or semester test, and task to assess cognitive aspect of learners(*PP No. 19 Tahun 2005 tentang Standar Nasional Pendidikan*, 2005). In the other hand, assessment in the 2013 Curriculum includes authentic assessment, self-assessment, portfolio-based assessment, test, daily test, mid-semester test, final test, competency level test, competency quality level test, national examination, and school examination (*PERMENDIKBUD No. 66 Tahun 2013 tentang Standar Penilaian Pendidikan*, 2013). Based on the explanation above, the 2006 Curriculum is using test or traditional assessment only in assessing the learners, while the 2013 Curriculum is using the combination of test and non-test assessment, or both traditional and alternative assessments.

One study shows that teachers mostly do not understand a curriculum as a whole when it was applied (Musthafa & Hamied, 2014). The ever-changing policy and demand in the case of curriculum change in Indonesia makes teachers construct a mental filter and set a priority setting against the changes. As the implication, teachers tend to focus on teaching the national exam to the students since the curriculum demand is not accompanied with a suitable assessment. In line with the finding above, Tunstall & Gipps, (1996) found that changes in classroom assessment is the result of paradigm shift in thinking about school, leaning, and teaching, but some other researcher found that there is no consistent relationship between teachers' belief and classroom practice (Saad & BouJaoude, 2012; Shi, Zhang, & Lin, 2014). However, it is believed that teachers are the key role, and schools have to provide the support system (Shen, 2008) in order to give the teacher a chance to internalize the new curriculum system.

Training to set the teachers' perception in term of curriculum adoption is a common thing to do. Some studies found that teachers feel that the trainings were inadequate (Scott, Webber, Aitken, & Lupart, 2011; Wise, Lukin, & Roos, 1991). Despite that fact, they still feel that being skill full in assessment is a must in their

classroom assessment activity (Zhang & Burry-Stock, 1997). However, Thomas (2006) in his study related to the belief of trained and untrained teachers to classroom assessment found no significant difference between them. It might be the cause of support system absences (Brindley, 1997; Ch'ng & Rethinasamy, 2013) or the failure of the training to touch teachers' belief system (Birello, 2012). Perhaps more professional development activities inside the schools is needed to equip teachers with contemporary approach of assessment.

Teachers' beliefs system in language teaching is a set of ideas and theories that teachers hold about themselves, language, learning, teaching, and their students (Richards & Schmidt, 2002). It can be formed based on their experiences, observation, training, and other source that become their references when encountered with a new idea, system or practices. Teachers use their beliefs as one of the basis to make instructional choices as an active thinking or decision maker (Borg, 2003). It hard to be changed and become an important aspect in teaching. That is because a change in the beliefs system will change their overall practices on the basis.

Some studies reported that teachers tend to use their existing belief as an interpretative lens to see new information in a new classroom practice (Bliem & Davinroy, 1997; Brickhouse, 1990; Cronin-Jones, 1991; Gallagher, 1991; Karp & Woods, 2008). Unconsciously they alter the assessment tools when they find out the classroom practice is not fit with their belief. Being specific, Sikka, Nath, & Cohen's (2007) study about teachers' belief and use of assessment found that (1) teachers are frustrated with standardized test, (2) teachers have low self-efficacy in preparing objective types of tests, and (3) teachers also concern about the value of objective test items for teaching.

Investigating the shift of teachers' beliefs and understanding the experience in adopting new curriculum in term of assessment become the purpose of this study. Generated from the purpose above, two research questions are formulated. First, is there any shift in belief of assessment in new curriculum adoption? Second, what is/are the motivation(s) of the phenomenon?

The finding of this study is expected to give some significances in term of practical and theoretical. In practical term, the finding is expected to give a feedback to the curriculum developer about the teachers' assessment beliefs related to the adoption a new curriculum. The feedback is expected to become the basis of curriculum developer to evaluate the training system for EFL teachers. In theoretical term, the result of the study is expected to give a contribution in teachers' attitude theory in respect of curriculum development.

2   METHOD

This study was done qualitatively by employing case study analysis. The case which assessed in this study was related to the adoption of new curriculum.The participants of this study were two teachers who have been teaching in the 2006 and 2013 Curricula. The participants were chosen from two different education institutions, those are state senior high school and private Islamic senior high school.

The data needed to answer the research questions were collected through two data collection procedures, namely questionnaire and interview. The questionnaire was intend to find out the teachers' state of belief on assessment. Meanwhile, interview was used to reveal more information related to the teachers' underlying reason of such belief.

The questionnaire was adapted from Thomas(2006). It was modified in order to fulfill this study requirement. The original questionnaire items were adjusted with the principles of traditional and alternative assessment from Brown & Abeywickrama (2010). Those principles were the coding guideline to categorize and interpret the participants' responses. The response format is in form of liker-type and checklist. The teachers' responses of the questionnaire were subject to the interview.

The interview was in form of semi-structured interview which was assigned in order to engage in dialogue with the subject rather than just simply ask questions (Bailey, 2007). The question items were developed from the teachers' responses of the questionnaire and also from (Musthafa & Hamied, 2014) findings. The questions were about the teachers' underlying motives of their belief and their perspective related to the 2013 Curriculum and its training. The interview was recorded for then transcribed for the ease of data analysis.

3   FINDINGS AND DISCUSSION

3.1   Teachers' shift in belief of assessment in new curriculum adoption

Respondent #1 was a teacher in one Islamic senior high school in Bandung. He was graduated from S1 degree in English educational department. When this research was conducted, he have been teaching for 11 years. From his responses to the questionnaire, it can be stated that respondent #1 has no shift in his belief related to the adoption of new curriculum. Furthermore, by connecting the responses with the material from Brown & Abeywickrama (2010), it can be inferred that respondent #1 was using the mixture of traditional and alternative assessment both in 2006 and 2013 Curriculum.

After analyzing the responses of the questionnaire, it can be concluded that respondent #1 seems to be uncertain about the statement that "the assessment pressurizes teachers to complete their syllabi". It can be inferred that respondent #1 is in a dilemmatic state of mind. He might be agree with the statement, but in the other hand, he also disagree with it. It is an overlapping part of his belief. As stated earlier, he used the mixture of traditional and alternative assessment. However, respondent #1 seems to try believing that the new system is better than the old one. The same dilemmatic condition also appears in the statement that informal assessment are a waste of teaching time. The critical thinking process of respondent #1 may be the result of his experience of 11 years of teaching. This kind experience can shape his personal judgment even deeper.

The dilemmatic conditions may reflect the teacher unclearness understanding of latest curriculum. He noticed that the alternative assessment can give a better result. It is reflected by his preferred assessment tools which is observation which already being used since in the 2006 Curriculum. However, the unclearness seems to limit his option of applying the alternative assessment as a whole. The unclearness may lay on the regulation and support system of Indonesia education which is only count the teacher teaching time as in classroom

activity, but not other preparations and self-development activity outside the classroom.

In the other hand, Respondent #2 was a teacher in a state senior high school in Bandung. She was graduated from S1 English department as the respondent #1. When this research was conducted, she have been teaching for 3 years. Her responses to the questionnaire infer that respondent #2 has no shift in her belief related to the adoption of new curriculum. Connected with the material from Brown & Abeywickrama (2010), it can be stated that respondent #2 belief was using the mixture of traditional and alternative assessment both in 2006 and 2013 Curriculum. However, respondent #2 responses show a shift in using assessment tools from using test only in 2006 Curriculum into using test, observation, and interview in 2013 Curriculum.

Based on her responses, in the 2006 Curriculum, respondent #2 only use a test as her preferred assessment tool. Meanwhile, in the 2013 Curriculum, it seems that she started to mix the assessment tools used to assess the students' knowledge and ability by using test, observation, and interview. It can be inferred that actually she used that particular test instruments due to the system requirements. Respondent #2 may have her own belief related to the best practice of assessing the students. However, when the system is not in line with her belief, she still can manage a negotiation to follow the new system's demand.

This phenomenon can be linked with the experience of respondent #2 in case of teaching time. As Thomas (2006) found in his study, he state that experienced teacher seems to have their own decision about assessment, but a beginner or untrained teachers have a tendency to always follow the given system even if the system is not in line with their belief system. We may not have a clear parameter about experienced or unexperienced teacher if we see it from the teaching time. However, if we compare respondent #1 and respondent #2 teaching time, we may say that respondent #2 is less experienced than respondent #2. This factor can be the cause of respondent #2 behavior in following the new system even if her belief is saying something different.

3.2   Teachers' motives of preserving the beliefs

Respondent #1 stated that basically there was no significant different between 2006 and 2013 Curriculum field of assessment, as exemplified by his statement. He simply used test to assess the cognitive aspect and observation for attitude aspect both in 2006 and 2013 Curriculum. The attitude value was designed and integrated in the teaching process by teachers themselves in 2006 Curriculum, as respondent #1 stated. Meanwhile in 2013 Curriculum, the aim of 2013 Curriculum attitude assessment was to observe students behaviors in reference to the curriculum demand. Teachers just need to make a detail aspect of what has been clearly declared in the curriculum.

Regarding the training of new curriculum adoption, respondent #1 stated that the training material was useful to understand 2013 Curriculum, but he still could not understand the training material as a whole yet. He assumed that was because adopting a new approach and method need a long process as he experienced when 2006 Curriculum firstly introduced. Respondent #1 stated that in the classroom teaching activity, he still believe on the use of genre-based approach as an effective way to teach a language. He also stated that the implementation problem of a new approach was on the teacher, whether he/she

was ready or not to implement the new approach, not on the learners. The students' confusion was because of the teacher's confusion, as respondent #1 claimed.

In the other hand, respondent #2 also has no shift in her belief of assessment. However, she used different assessment tools between 2006 and 2013 Curriculum. In line with respondent #1, respondent #2 argued that 2006 and 2013 Curriculum assessment policy was all the same. It was the teachers' job to create the assessment tools.

The main reason of respondent #2 to use observation and the interview was due to the curriculum demand which require teacher to draw a detailed report on learners' attitude. She stated that in 2006 Curriculum, attitude was assessed just by determining who is good or not good. Meanwhile in 2013 Curriculum, attitude was assessed in detailed such as responsibility, honesty, and politeness. In conclusion, respondent #2 used alternative assessment in 2013 Curriculum so-called observation and interview as the curriculum demand.

In respect of the 2013 Curriculum training, respondent #2 stated that it did not administer all her questions regarding the practice. She said that 2013 obligated that all students must pass the class. It led to another confusion of the use of assessment as a tools for judging students capability to pass on not to pass the class. It is reflected in her statement as follow.

There were several reason which make both respondent #1 and #2 stated that those curricula are basic same in some ways. First, both curricula assess three aspects namely cognitive, affective, and psychomotor aspect. That is in line with the theory that the 2013 Curriculum is developed with the 2006 Curriculum frameworks as the basis (KEMENDIKBUD, 2014). Second, both curricula are school-based curriculum which let the teacher to adjust the assessment tools as they needs.

The use of assessment tools were different between respondent #1 and #2, but they shared a same state of mind. Respondent #1 used test and observation in both curricula because he argued that both curricula actually assess the same thing so called cognitive, affective, and psychomotor. The different is only that 2013 Curriculum require a detailed report, a same reason as respondent #2 said in the interview. However, respondent #2 reacted differently. In 2006 Curriculum, she did not use observation as she does in 2013 Curriculum to assess the attitude. To fulfill the 2013 Curriculum demand, respondent #2 then used observation and interview.

Besides dealing with the nature of the curriculum itself, training also become the other problem. Respondent #1 felt that the training was useful in helping him to understand the curriculum. It is in line with the previous research by Wise et al. (1991) and Zhang & Burry-Stock, (1997). The problem is that respondent #1 was still not fully understand yet the training material as Musthafa & Hamied (2014) found in their research. He argued that it takes time change his beliefs.

Different with respondent #1, respondent #2 stated that she felt confused with 2013 Curriculum, and the training did not help her so much as an expected solution. She was confused about the policy of all students must

promoted to the next grade, the syllabus, and English class time allotment. The former one becomes the question that she never get the answer. It could be because the absence of supporting system as Brindley (1997) and Ch'ng & Rethinasamy (2013) found and the training which is not accommodating the teachers' belief (Birello, 2012)

It can be interpreted that the nature of belief is that everything goes back to the individual. They will judge everything by their own set of value. In addition, it is hard to be change, at least not in a short time. Even more when they found that the recently adopted system is not giving a clear guidelines, they will always refer to something that they have received clearly and internalized in their system. When a new system is introduced, a clear guideline is necessary to crack the teachers' mental filter. This filter will grow even stronger if there is no a clear direction to go with the system. At the end, if the authority insists them to use the latest system, they will do it without any mental acceptance inside them. It will only scars the teachers' belief and left it as long lasting rejection.

4   CONCLUSIONS AND SUGGESTIONS

This research found that there was no shift in teachers' belief related to assessment. In this case, the causes can be categorized as in the curriculum, training and the belief itself. The teachers see both curricula as same product in some aspects. It gives them a reason to not change. Then come training, the first attempt to be used as tools to change teachers' teaching practice. The training can change the teachers' beliefs if it can accommodate the teachers' beliefs at the first place. When the training does not provide the expected solution, teachers will tend to create a mental filter and create their own guide. The last is the belief itself. Belief is a fundamental things that hard to be changed. It takes time for a new information or practice to be internalized in teachers' mind.

This research arrived at several recommendations. First, related to the teachers in order to minimize the confusion in respect of teaching practice, it is suggested for the teachers to have reflective activity on themselves. It will reveal the most suitable approach, method, techniques, and also assessment tools for their practice. It is important for every teacher to have their own belief, and give them a clear state of mind.

Second, training related to the adoption of new curriculum must be able to accommodate teachers' previous beliefs. It is very important because teachers will always use their previous beliefs as the reference in accepting a new information. Third, the adoption of a new curriculum also need a continuous support system. Teachers with an obligation to conduct authentic assessment must not be burden with many classes. It will only make them reluctant to use authentic assessment.

Forth, belief is a fundamental matter. It will not change instantly. However, if a new information accommodate the previous belief, it will change, but still in time. So, we cannot expect a belief to change just because a new curriculum just adopted.

The last is for the further research. Since this research is done by qualitatively the findings cannot be generalized into a bigger population. It is

suggested to conduct a cross-sectional survey in order to draw a general conclusion related to beliefs shift on adopting a new curriculum.

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SUCCESSFUL ENGLISH TEACHER'S BELIEF AND PRACTICES IN TEACHING SPEAKING: TOWARD THE MASTERY OF COMMUNICATION SKILL

Rosyi Amrina
rosyi_amrina@yahoo.com

Graduate Program in ELT, State University of Malang
Jl. Semarang 5, Malang 65145

Raisha Nur Anggraini
anggraini.raisha49@gmail.com

Graduate Program in ELT, State University of Malang
Jl. Semarang 5, Malang 65145

Abstract

The primary goal of teaching English as a foreign language is to enable students to communicate in English effectively and efficiently both in spoken and written form. This paper focuses on the teaching of speaking in Indonesia. By teaching speaking, students are expected to be able to use English to communicate academically and internationally as communication is one of the elements emphasized in 21ˢᵗ century skills. Students also need to prepare themselves to face the upcoming ASEAN Economic Community (AEC) by the end of 2015 since global market often requires the ability to use English. This paper is aimed at investigating the successful English teacher's belief and practices in teaching speaking in Indonesian context. The investigation was conducted through case study toward a successful English teacher in State University of Malang who teaches speaking. To obtain the data about the teacher's belief and how she puts her beliefs into teaching practices of speaking, interview to one of successful teacher was conducted, and to better understand the teacher's teaching practice in class, student interview was also collected. It is found that there is linearity between the teacher's beliefs and teaching practices of speaking. The subject of this study is considered as a successful teacher in teaching speaking since the ideal-self of a teacheris determined by how s/he formulates their theory of teaching and applies it into practice. The findings of this study contribute as good role model and example for other English teachers so that they can use it as the reference for their teaching practices in their own classroom.

Keywords: successful teacher, belief, practices, speaking

1   INTRODUCTION

Teacher as one of four key elements in teaching-learning process plays an important role in determining students learning outcome. Teacher brings certain characteristics as individual or as a group to their teaching such as their formative experiences, their trainings, and their personal qualities (Dunkin and Biddle, 1974:38) to help the students acquire the knowledge of the subject taught. Especially for English language teachers, it is a compulsory for them to make the students mastering the target language. This is a challenge for the teachers because they do not only teach the students how to communicate by giving them enough exposures to the target language, but they themselves need to maintain and increase their knowledge of foreign language by engaging in foreign language communication (Borg, 2006: 5). By looking at this fact, therefore, the teachers are encouraged to make their teaching of language successful so that the students are able to achieve better in class.

A successful teacher as stated by William and Burden (1997: 5) is the teacher who understand the complexities of teaching-learning process and is able to draw upon this knowledge into the teaching act. It implies that the ideal-self of a teacher is determined by how the teacher formulates his/her theory of teaching and applies it into practice. This concept is similar to the characteristics of effective teacher in which it involves understanding what being a good teacher really means and incorporating classroom practices that are appropriate for the wider social context (Çelik et al., 2013; Dincer, et al., 2013; Drakulić, 2013). In the context of foreign language, classroom teachers are often the only speakers with whom students have the opportunity to interact in the process of developing their language skills; thus, the effectiveness of foreign language teachers is seen as especially critical.

Teachers' personal theories or beliefs and also their teaching practices in the classroom are two aspects to be highlighted in the characteristics of effective teacher. It is because language teachers' beliefs and understandings of teaching, as well as learning, play an important role in their classroom practices and in their professional growth. The relationship between teachers' beliefs and their classroom practices has been one thread of the work. This issue brings several researchers to conduct different studies with the aim of understanding the correspondence between teachers' stated beliefs with what they do in the classroom. For example, Yoshihara (2012) who studied three EFL teachers in Hawaii found that each teacher had different teaching practices even though they had similar teaching beliefs. The teachers tried to apply their teaching beliefs to teaching practices although teaching beliefs are not always applied to classroom practices because of contextual factors. In the same vein, Vibulphol (2004) and Melketo (2012) revealed that it was apparent that teachers' beliefs about teaching process and appropriate strategies for enhancing and supporting the development of students' skill were constant. Yet some mismatches were also found because of contextual factors such as class time, students' expectation, and classroom management. Furthermore, other studies support the notion that teachers do possess theoretical beliefs and that such beliefs tend to shape the nature of their instructional practices (Johnson, 1992; Uztosun, 2011; Kuzborska, 2011). However, the aforementioned studies are mainly focus on the teaching of reading and writing and very little work is found which investigates teachers' beliefs and practices in the teaching of speaking, especially in Indonesian context.

The present qualitative study addresses the need to identify the belief of successful English teachers regarding their teaching of speaking and how they put their beliefs into teaching practicesto advanced learners of English in the context of Indonesian learners in State University of Malang. This need stemmed from the fact that English teachers are required to develop students' academic and professional communicative

competence, enabling them to effectively and efficiently communicate in academic and professional contexts both in written and spoken. Thus, by examining the picture and the links between personal theories or belief and practices in teaching speaking, this study was expected to give good model for other teachers in teaching speaking so that they can become better professionals and increase student achievement in core subject areas.

In order to gain insight into teachers' personal belief and their practices in teaching speaking, case study was used to one subject who teaches speaking course in State University of Malang. The study posed the following research questions:

| (i) | 1. What teaching beliefs does the successful teacher in State University of Malang as the subject of the study have in teaching speaking? |
| (ii) | 2. How does the teacher apply the teaching beliefs to the teaching practice of speaking? |

2   METHOD

In this study, the researchers intended to analyze the teacher's belief and practices in teaching speaking. To achieve the aim, case study was employed. This study was conducted in State University of Malang, East Java. This university was chosen due to its strength that is as one of favorite and high quality education universities in Indonesia. This university is also well-known for its excellence in English major. The subject of this study was one experienced speaking lecturer at State University of Malang, which later referred to Lecturer N. The subject was chosen through voting. The voting was conducted to thirty students from different batches and different classes, starting from 2009 to 2013. They were provided a list of speaking lecturers and asked to vote one that they considered as a successful lecturer in teaching speaking based on the lecturer's competence. Based on the voting result, Lecturer N was on the top rank and was selected as the subject of this study.

The instrument used in this study was interview conducted to the lecturer to obtain data about the lecturer's belief and practices in teaching speaking. The interview was designed based on the adaptation of Borg's theory (2003) about the framework of teacher cognition to reveal about teacher's belief and teaching practices. The adapted framework consists of schooling background, professional coursework, contextual factor, classroom practices, and the teaching of speaking. Interview was also conducted to five students who previously voted for the lecturer in the voting process to see whether the lecturer really apply her belief to her teaching practices. The data were analyzed by using descriptive qualitative approach.

3   FINDINGS AND DISCUSSION

3.1   Factors Affecting the Teacher's Beliefs in Teaching Speaking

The subject of this study has the basis of reputation as good lecturer in teaching speaking as seen from her schooling background and professional coursework. She obtained her bachelor degree in Brawijaya University and pursued her master degree in Ohio University, USA. Now, while she is an EFL lecturer in State University of Malang, she pursues her doctoral degree in Leiden University, Netherlands. All the degree that she obtained majors in Linguistics. Although she is now studying in Netherlands, the researchers got the chance to interview her while she is in Malang to do her doctoral dissertation research on _Basa Walikan Malang_.

Her experience of speaking during her study in college was good according to her. She admitted that speaking course was one of her favorite lesson. She was motivated to learn and master speaking skill in the speaking courses she took. She also noticed carefully how her lecturers taught her speaking. This experience and her schooling background has led her way to be a lecturer in State University of Malang who has taught speaking courses for eight years. The last time she was teaching speaking was in 2012 for second and third semester students. She also taught speaking in Intensive Course for first year students. When the researchers asked her if there were any specific things or events that influenced her teaching belief, she mentioned that there were some that influenced her teaching practice. Besides her teacher education program and trainings, she admitted that her experiences when she was still a student and when she was teaching in one of English course in Malang become other factors which influence her belief in teaching speaking. Furthermore, her teaching experiences made her learned many theories related to teaching speaking which will work and what will not work. She also learned many ideas to create a fun speaking class. She said that it was a great learning experience. This foreign language teaching and learning experience had a great impact on her teaching now and then. Thus, her schooling background and professional coursework are considered to give influence to her teaching practice.

In addition to schooling background and professional coursework, contextual factor might also influence the lecturer's belief in teaching speaking. In her class, she had around 30 students and it was quite big number in speaking class for her. Even though the number of students in her speaking courses was always big, she considered that her students' academic competence, especially in speaking, was quite good because it already fulfilled a good Basic English skill. Lecturer N admitted that the nature of the course, the classroom and the student condition have encouraged her to use various techniques which can actively engage and involve all students to practice speaking. In addition to those aforementioned contextual factors, the institution where the lecturer teaches has given her sufficient facilities for teaching, especially for the use of technology. She believed that the use of technology as teaching facilities helped the teaching and learning process to run well and thus being able to use them is a must.

3.2   Beliefs in Teaching Speaking

This section describes how the lecturer's beliefs about classroom practices and the teaching of speaking in particular. Lecturer N has her own perspective about what a good speaking teacher is. She told the researchers that a good speaking teacher is the one who gives his/her students the chance to practice their English. This opinion is also similar to the ideal lesson for teaching speaking according to her that all of the students should speak in the class. In describing the ideal lesson for teaching speaking, she said,
"*Everyone has to speak out. Everyone needs to be heard and to be given feedback.*"

As the main purpose for the students is to practice, Lecturer N does not really mind how the students speak as long as they actively participate in speaking activities. The students may share their ideas with the class and if they make mistakes, feedback will be given later in order to make the students do not feel hesitated and less anxious in speaking. Lecturer N feels that speaking skill is very important for EFL learners in general and for English Department students in particular. This is because speaking is the first language proficiency that is the most apparent from a speaker. The students need to have a good speaking skill to be able to communicate in English in real life contexts. Therefore, she always gives her students in speaking courses a freedom to speak their

ideas and tries to avoid giving direct feedback to make sure that she does not interrupt her students during their learning process.

The findings about teacher belief in teaching speaking obtained from the interview show that Lecturer N really plays her important role as language teacher. In line with Borg's (2006) statement that the teacher should teach the students how to communicate by giving them enough exposures to the target language, Lecturer N indicates her personal belief that the students should speak out, need to be heard, and need to be given freedom to practice their speaking. She is already motivated to make her students achieve better in class, especially to have the ability to communicate in English as it is compulsory for English department students in particular.

As has been mentioned previously, Lecturer N explains that a good speaking teacher is the one who gives the students chances to practice their English. This personal belief shapes the way she teaches speaking in which she tries to make her teaching fun and communicative. Therefore, she uses communicative approach. Although she usually has a large class which contains around 30 students, she still tries to cope with that problem by carefully managing the time of teaching and learning process and also the task so that she can reach the aim of giving every student chances to speak. She always pays attention to her students who have different characteristics and competences in her speaking class by knowing the students personally so that she knows what each of student needs. It is also important for her to manage the students to achieve fluency and accuracy in speaking though she gives freedom to the students to share their ideas. From the speaking tasks she gives and also many kinds of activities that she creates in the classroom, students are encouraged to speak and she would give indirect feedback to make the students realize how they progress and improve their speaking skill more. Lecturer N always encourages her students that their English is good so that the students will feel motivated and less anxious too.

For Lecturer N, to meet what students want and need and to help them express their own opinions in English, she said that she created the syllabus based on the situation she encountered in the classroom. She believes that materials that are designed specifically based on the students' needs, would be appropriate and effective to help students to master speaking skill. She also provides conducive classroom environment to facilitate the students to improve their speaking skill by creating a fun and relaxed atmosphere. This can be seen from the way she uses different techniques in teaching speaking and also the instructional media that she employs to support the learning process.

Lecturer N always tries different kind of teaching techniques. She makes sure that she does different techniques every week so that the students keep enthusiastic for the rest of the semester. For example, she once used talking stick in which it was good to make sure everyone had their turn when they were having classroom discussion. She also used classroom debate for a more advanced speaking level although this technique is considered tricky according to her. This is because she had to explain the rules specifically, and she had to make sure the topic chosen would work and was appropriate. When students did not understand the topic, they would find the debate boring. Besides various teaching techniques, she also supports her teaching and learning process in speaking class by using several instructional media. She thinks that anything can be a good media for teaching speaking; this has to deal with the teacher creativity in the classroom. Sometimes, Lecturer N uses pictorial story and mostly uses PowerPoint presentation and LCD during the course. It is useful for her to use PowerPoint and LCD to talk about some theories and information on speaking and she usually put the information on strategies, some tips and tricks on slides and project them using LCD as

she explained it to the students. Moreover, LCD is also useful to project background pictures when students are doing storytelling.

Lecturer N also explained about how she assessed students' speaking performance in the class. There are three basic points that she expects to see from her students which are fluency, accuracy, and effort. There is an important component to consider too when she is assessing students' speaking performance. It is about how communicative students' speaking is. They do not have to speak with American or British accent, as long as their English is fluent and understandable or communicative. At this point, her feedback for the students plays important role in students' speaking ability improvement. That is why she always put the feedback later after the students deliver their ideas so that the students will not be discouraged to speak even if they make mistakes.

As it is already mention in the introduction by William and Burden (1997) that a successful teacher should be able to draw upon the knowledge of teaching and learning process and apply it into the practice, the subject of this study reflected her success as speaking teacher from the interview results as the evidence. It can be seen from the findings above that there is a linearity between her personal beliefs of teaching speaking with her teaching practice in the classroom. Although there is a possibility that the subject will change her belief, as stated by Arnett and Turnbul (2008) that teachers' beliefs are not a fixed, stable, unitary and coherent phenomenon but rather they are multiple, shifting, and in conflict, the researchers think that teachers' teaching practices are multiple, shifting, and complex as well. Lecturer N mentioned that she might change her designed syllabus based on the situation that she encountered in the classroom and based on the students' needs. She also uses different techniques every week to encourage her students to speak more. Thus, teachers' individual preferences might influence teachers' teaching practices. One thing to be pointed out here is that there was no one-size-fits-all teaching method, classroom practices as well as teaching beliefs are shifting and in flux.

3.3 How the Teacher's Teaching Belief was Applied to Teaching Practices

In order to know whether Lecturer N has the qualities of successful teacher, the way she teaches in the classroom should also be investigated as an evidence of effective teaching in which the teacher formulation of teaching theory is reflected in the practice of teaching. In this section, the researchers explore Lecturer N's teaching practice in speaking courses from student interview to reveal more about her effectiveness as language teacher

Based on the result of student interview, the students consider Lecturer N as a successful speaking lecturer because of her competence as speaking lecturer and her teaching practice. They agreed that Lecturer N has good technical knowledge, pedagogical, personal and interpersonal competence. They also explained that these four competences support the lecturer's teaching practice. Based on the interview result, the lecturer's teaching practice was considered as fun and communicative by the students. The students explained that they get freedom to speak and deliver their opinion. Using communicative and student-centered approach, the lecturer lets them to explore their own ability in speaking class. During the teaching and learning process, they told that they were encouraged to have confidence in speaking and not to be afraid to talk and say what they want to say without anxiety. When asked about how the lecturer encourages them to speak, one of the students said:

> *"She always says that trying hard to have a native-like pronunciation is fine, yet it should not be the barrier to not speaking. Speak first, speak a lot, and listen a lot. This way, our English will improve well."*

Moreover, the students also pointed out that Lecturer N never discriminated any student and treated them well by being friendly and never making any student feel ashamed of their ability. Instead, they said that she always complimented them. This way, according to the students, makes them motivated to become better speakers in English. The lecturer did not interrupt to correct errors while they were speaking, but she kept the notes about the students' performance until her turn to give feedback. All these findings match the lecturer's belief that she has to give the students chance to speak and to be heard without making the students anxious and ashamed while practicing speaking. The students also said that the lecturer always gave them feedback at the end of their performance. This is also in line with the lecturer's belief that every student needs feedback and they should be given feedback but not in the form of direct feedback.

Regarding the use of teaching technique, the students mentioned that they learned by using various techniques in speaking class with Lecturer N and most of the techniques were considered as fun by the students. According to them, Lecturer N always wanted them to get meaningful activities and these activities make a conducive environment for them to master speaking skill. In addition, the instructional material and media used by the lecturer was appropriate and effective to help them learn in speaking class.

The aforementioned results of student interview has revealed that the lecturer's teaching practice has properly and clearly reflected her belief in teaching speaking. No mismatch was found between her belief and her teaching practice in teaching speaking. Her competences and how she successfully put her belief in her teaching practice make her to be considered as a successful speaking lecturer by the students.

4 CONCLUSIONS AND SUGGESTIONS

This study examined the belief of one successful English lecturer regarding her teaching of speaking and how she puts her beliefs into teaching practicesto advanced learners of English in the context of Indonesian learners in State University of Malang. This study showed that there was a relatively strong linearity between the teacher's beliefs and her classroom practices. Based on the findings of teacher interview, the teacher has her own personal beliefs that the ideal lesson of teaching speaking is the one which gives students opportunity to speak more in the classroom as they are given freedom to share their ideas without giving direct feedback to avoid interruption during the learning process. This beliefs then affect teacher's practice in teaching speaking. The teacher uses communicative approach, creates fun and relaxing atmosphere, uses various techniques every week and instructional media to support the learning process. She believes that materials that are designed specifically based on the students' needs, would be appropriate and effective to help students to master speaking skill.

From the evidences based on the teacher interview above, this study proves that the subject really reflects her teaching beliefs into the teaching practice of speaking. As it is already mentioned before that a successful teacher is the one who could formulate his/her theory of teaching and apply it into practice. This concept is similar to the characteristics of effective teacher in which it involves understanding what being a good teacher really means and incorporating classroom practices that are appropriate for the wider social context. Furthermore, teacher's belief in teaching speaking in the classroom

might be influenced by schooling background, professional coursework, and contextual factors.

The findings from the present study was expected to give good model for other teachers in teaching speaking so that they can become better professionals and increase student achievement in core subject areas. This is supported by the fact that teachers should be encouraged to make their teaching of language successful so that the students are able to achieve better in class. It is also expected that other language teachers would use the findings of this study as the basis for their self-evaluation toward their teaching practice so that it will not be mismatched with their teaching beliefs. As the suggestions of this study, the researchers did not do classroom observation as a supporting evidence of the linearity between teacher's beliefs and practices. It is expected that classroom observation will be conducted in the future. Besides, more subjects of the teacher need to be added and in-depth study toward teacher's beliefs and practices in teaching speaking also needs to be done.

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MULTIPLE INTELLIGENCE IN EYL CLASS

Yitzha Sarwono Bryant
yitzhabryant@yahoo.com

1   INTRODUCTION

Opening remarks :

What is Multiple Intelligence ?

The theory of multiple intelligence was developed in 1983 by Dr. Howard Gardner, professor of education at at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limiting. Instead, Dr. Gardner proposes that there are eight different types of intelligence to account for a broader range of human potential in children and adults. These intelligence types are:

- Linguistic intelligence ("word smart")
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")
- Naturalist intelligence ("nature smart")

In other words using the 5 senses of the body to learn the English language. Since children

particularly are very easy stimulated and would voluntary enjoy any activity, then why not try to apply the ground rules of M.I. in the EYL classroom. When students use their bodies in the learning process, it can have a big effect, even if it seems silly or unconnected to the learning goal at hand. Researchers have found that when students use their bodies while caring out storytelling, it changes the way they understand about the story itself. Why not use real objects when you teach EYL vocabulary or ninstruct them to move their body when they learn about prepositions. The idea of M.I. in EYL class is to:

Get the students to have sensitivity in the meaning, the order, and sounds of words

- Use varied vocabulary
- Create avid talkers andgood speakers
- Like to explain, convince, and persuade the learners through words
- Enjoy and excel at word games
- Enjoy listening to, telling, and reading stories
- Enjoy rhymes and poetry
- Have a good memory recall for names and dates

The abovepoints will all help in the learning process of an EYL student. With the right

stimulation, English language can be learnt and taught in a way that it would completely absorbe them.
Sample of activity :

2 TEACHING PREPOSITION (IN,ON,UNDER AND BEHIND) TO 6 YEARS OLD STUDENTS.

The aims of this activity are to enable students to pronounce, recognize, differentiate words, understand the meaning of each preposition (in, on, under) and use those words in a sentence.

Steps on carrying out the activity:
- (i) Teacher prepares some chairs.
- (ii) Teacher sings the song of preposition (in, on, under) with hand movements.

  In, on, under (Head, shoulders, knees and toes tune)   n….   on… under… In…. on… under… and behind

  In…. on… under… and behind

  - (a) *In*:make one learner open their fist with one hand and the other hand goes in   and is wrapped by the fist.
  - (b) *On*:open one hand and make a fist on the other hand place the fist onto the   palm.
  - (c) *Under*:open one hand and make a fist with the other hand, put the fist under the   palm.
  - (d) *Behind:* hide one fist behind your body.
- (iii) Teacher shows the word of each preposition (in, on, under) as well as the movement by

using a chair.
  - (a) Movement for *n*:wrap one fist with the other hand.
  - (b) Movement for *on*:sit on the chair.
  - (c) Movement for *under*:go under the chair (this is the best part).
  - (d) Movement for *behind* :stand behind the chair.
- (iv) Teacher and learners make the movement and say the words together several times. 5. Teacher says the words into a complete sentence and does the movement afterwards.

For example I put the pencil   *n*my pocket, I sit *on*the chair, I hide *under*the chair, I stand behind the chair.
- (v) Teacher asks a volunteer from the one of the learners to act like the teacher (this can be done for 3 times or more depending on the time available).

Here learners will move their body as the bodily-kinesthetic intelligence (body smart), sing a song as the musical intelligence (music smart) and also practice to be a leader as the interpersonal intelligence (people smart).

3 DROP THE HANDKERCHIEF!

This activity can actually be done for many target languages, for example practicing the alphabet, spelling, recognizing letter sounds and more. This helps not only to support

learners language ability as the linguistic intelligence (word smart), but also to recognize colors as thelogical/mathematical intelligence (logical/mathematical smart), move their body as the
bodily-kinesthetic intelligence (body smart) and practice to be a leader as the interpersonal intelligence (people smart).
How to do that:

(i)   Have learners choose their favorite color of some handkerchieves.
(ii)   Ask learners to spell a word or sound out the letters of a word from your chosen
(iii)   vocabulary taught that day, while dropping the handkerchieves and they have to finish spelling the word before the handkerchief reaches the floor.
(iv)   Repeat the activity for other words.
(v)   Ask one learners' idea of the word to spell and act like a teacher.

4   IT'S STORY TIME!

Be fun! Be a clown! When telling stories its not just to tell stories, in the same old boring way. We can invite learners to interact and help them to get engaged. Start by asking what they see on the cover page, wait and listen to their answers, then ask them to predict what wil happen in the story or what the story is going to be about.

(i)   Read the story, encourage and invite students to follow using the rhymes and repeated lines in the story.
(ii)   Before turning the page, ask them to predict what will happen next.
(iii)   carry out some actions and sounds, make the story sounds real, amaze them. They often love to hear and follow the sounds.
(iv)   At the end of the story, recall what happened and what might have happened.

This helps to not only to develop their love in listening to stories and enjoying rhymes but also to support their language ability as the linguistic intelligence (word smart)

5   ABC 5 BASICS

Basically, it comes from a traditional game which is often played by students outside the classroom before or after their class has started. They enjoy playing this game, so why not try creating this game in English? This activity is done with a group of 6 - 7 year old leaarners. This activity is good for learners who are learning new words (new vocabulary), alphabet, spelling. It supports learners language ability as the linguistic intelligence (word smart)
How to do this activity;

(i)   Learners sit on the floor in a small circle.
(ii)   Start it by saying " ABC 5 Basics " together loudly while they let out their fingers in the   middle of their circle for all to see. Each learner shouldn't drop all of the fingers but he   could drop as many as he wants. 3. Learners then recite the Alphabet in order from A until the last finger from the last student in the circle , the last letter on the last finger is the first letter of the word to mention.The first student who can mention the word has to stand up, say it and spell it correctly. This can be categorized as word smarts.

(iii) Learners who have mentioned the words correctly will get a score, they could stand upoutside the circle and not join the activity again.

(iv) Repeat the activity until all learners get their turn and there is nobody left in the circle.

These are just few samples of activities that demonstrate the idea of encouraging multiple intelligence in the Early young learners' classroom. However we do it, one thing we must always consider; Make sure that the activity is suitable for the age of the learners in the group.

GOOD PRACTICE IN MONITORING AND SUPERVISING UNDERGRADUATE THESIS WRITTEN BY EFL TEACHER EDUCATION STUDENTS

Budi Setyono
bssetyono@gmail.com

Faculty of Teacher Training and Education
Jember University

Abstract

Based on the curriculum of English education program of Jember University, it is required that undergraduate students write theses as the final project. However, there were many students in my institution who could not finish their study in an ideal time. Based on the data of April 2015, the average study length of the English education graduates was 5.1 years, which was far from the ideal time expected. These data indicate that the process of writing a thesis contributes to the total length of study. In finding solution to this problem, since 2013 the English education program of Jember University has implemented SOP for final project through SITA (Information System for Final Project). Using this SOP, all undergraduate students are required to follow seventeen steps in the process of completing the final project. As an integrated system, the process involves the participation of students, KOMBI (thesis supervisory commission), supervisor, and faculty operator. The implementation of this SOP could produce good impacts in the process of thesis consultation as indicated by easy process of monitoring, more responsible supervisors and students, and shorter process of consultation. As the process of monitoring and supervising undergraduate thesis in my institution is considered to be effective and efficient, this paper will share experiences of good practice in the process of supervising undergraduate thesis written by EFL teacher education students.

Keywords: good practice, monitoring, supervising, thesis, teacher education

1 INTRODUCTION

Undergraduate students of the Faculty of Teacher Training and Education (FKIP) Jember University (UNEJ) are required to write theses as the final project for a number of reasons. First, it is in line with a statement of competence in Indonesian Qualification Framework (Presidential Regulation No. 8/2012) level 6 in which undergraduate students must be capable of: (1) making accurate decision based on accurate information and data, and (2) capable of giving direction and selecting a number of alternative solutions both individually and in a group. Second, in the future teachers need to develop professionally, and (action) research is a form of effective self-professional development activities (Richards & Farrel, 2005). Lastly, teachers' promotion is also based on credit points gathered from three aspects, i.e. self-development, scientific writing, and innovative work

components (Decree of the Minister of State Apparatus Empowerment and Bureaucratic Reform No.16 year 2009). Thus, providing undergraduate teacher education students with research skills is a part of long process of teacher development.

Writing a thesis as the final project frequently has become undergraduate students' barriers in finishing their study, although a number of supporting courses have been taken before the process of thesis writing. Based on the data of April 2015, the average study length of the English education graduates is 5.1 years, meaning that most of students finish their study in semester eleven. As individual project, the success of writing a thesis largely depends on students themselves. Their motivation, commitment, time management, discipline, persistence, and communication ability may become internal factors that contribute significantly to the success of completing their theses. Externally, an effective system for monitoring and supervising students' final project is also a determining factor for the success of completing students' final project.

This paper reports practical matters based on experiences in managing the final project accomplished by undergraduate students of Englisheducation program, Jember University.

2   DISCUSSION

2.1   SITA with Its SOP as an Example of Good Practice

Total quality management requires that an effective program needs to have an SOP, a set of written instructions that document a routine or repetitive activity followed by an organization (EPA, 2007, p.1). Well-written standard operating procedures provide directions, improve communication, reduce training time, and improve work consistency (Penn State, n.d., p. 2). Taking into account the importance of monitoring and supervising students in completing the final project, Jember University launched the final project system (SITA) with its SOPs. This system has been socialized to all faculties since 2013. All involved in managing this system, i.e. KOMBI, thesis supervisors, faculty operators, as well as students acknowledge that SITA has affected positively in the process of monitoring and supervising students' final project. Therefore, based on our self-evaluation we all agree that SITA is an example of good practice in managing undergraduate students' final project.

At the Faculty of Teacher Training and Education (FKIP) Jember University, the unit that is in charge of processing students' research project is called KOMBI. This supervisory commission, consisting of a chairperson and two members, is appointed by Dean of FKIP. In carrying out its function, KOMBI is given rights and responsibilities to document the whole process of thesis supervision.

Based on SOP for final project, the whole process of carrying out the final project follows seventeen steps, i.e. (1) proposing and uploading the research plan, (2) agreeing on the research plan and appointing supervisors, (3) printing out a letter of duty, (4) uploading final research proposal, (5) approving final research proposal, (6) determining seminar examiners, (7) printing out a letter of duty, (8) printing out proposal seminar approval sheet, (9) uploading file of final research report, (10) approving final research report, (11) printing out thesis examination approval sheet, (12) uploading revised final manuscript, (13) approving the revised version of the final manuscript, (14) entering score, (15) checking journal article, (16) uploading journal article, (17) approving journal article. The SOP for final project is illustrated in the following flowchart.

Flowchart 1: SOP for Final Project
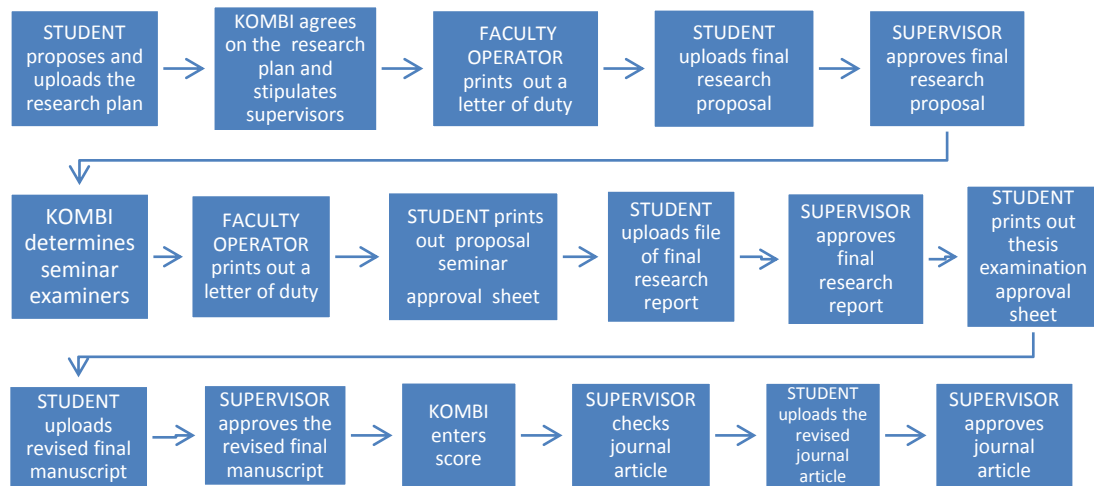
2.2 Impacts of Implementing SOP for Final Project

The first impact in the implementation of the SOP for final project is the easy process monitoring. As students are required to upload the required documents following the SOP, both supervisors and KOMBI easily monitor the progress made by students in the process of consultation. Students who could not finish their proposals for six months and those who could not finish their final projects for twelve months maximally can be detected by KOMBI and supervisors through the use of monitoring card. Through monitoring card, it can be detected when and how many times students carried out consultation with their supervisors. On the basis of this information, KOMBI could call the target students to get information about the problems encountered in the process of consultation. If a problem happens to the process of consultation, KOMBI and supervisors try to find a good solution to the problems. Even, there is a possibility to replace the supervisors if the problem is hard to solve.

Another impact in the implementation of SOP for final project is that both students and supervisors become more responsible. In this case, students are encouraged to complete their thesis proposals maximally six months and to complete their finished manuscripts maximally twelve months. In the process, supervisors may contact the supervisees through their mobile phones or other means of communication as the contact number. In addition, students could also remind the supervisors, in case they intentionally or unintentionally forget to do correction or give feedback on students' manuscripts.

The last impact in implementing SOP for final project is the shorter time of thesis consultation process and the average length of study (see Table 1.1).

Table 1.1: Records of average length of consultation process & length of study

No.	Students academic year	Number of graduates	Average length of consultation process	Average length of study
1.	2010/2011	46	10 months	3.7 years
2.	2011/2012	1	6 months	3.2 years
3.	2011/2012	10	8 months	3.5 years

The records written in Table 1.1 demonstrate that at the end of April 2015 there are 46 students of 2010/2011 academic year who could finish their study with the average length of study 3.7 years, in average of 10-month period of consultation process (List of Graduates Joining Graduation Day at FKIP UNEJ, Third Period, 2014/2015 academic year). Based on Table 1.1, it is also recorded that at the end of April 2015, one student of 2011/2012 academic year could finish his study in a period of 3.2 years (List of Graduates Joining Graduation Day at FKIP UNEJ, Second Period, 2014/2015 academic year). Surprisingly, KOMBI notes that there are ten students of 2011/2012 academic year who have finished the process of consultation in a period of eight months up to the end of May 2015. These ten students have scheduled thesis examination in the month of June 2015. From this early data, it can be concluded that the implementation of SITA with SOP for final project contributes positively to the process of consultation and the completion of students' theses.

2.3 Consultation Barriers

From students' points of view, there are a number of consultation constraints as revealed from the results of interview with students of 2011/2012 academic year. First, it is suggested that the process of feedback should not take too long, and supervisors need to determine the fixed time when students have to meet them to get the feedback. Second, the distribution of supervisors must be balanced for each supervisor and must be based on supervisors' specialization. Third, it was revealed that students have difficulties in scheduling seminar and thesis examination due to supervisors' and examiners' time conflicts with other activities.

According to supervisors, there are a number of factors identified to be the constraints during the consultation process. First, discipline has been identified as an important factor in the process of thesis writing. As a matter of fact, most of students did not follow the fixed schedule they have made before. Second, persistency is also another essential factor in the process of thesis writing. In this case, when feedback is given by supervisor to the thesis manuscript it usually takes a long time for supervisees to return the revised manuscript to the supervisor. Lastly, poor quality of students' writing as indicated by many grammatical errors and poor quality of paraphrasing, is also identified to be the inhibiting factors in the process of completing the final project.

2.4 Students' Responses

In order to know the impacts of the new model of thesis guidance, interviews have been conducted with the representatives of students of the 2011/2012 academic year. Ten students taken randomly are interviewed in order to know their opinions about the implementation of thesis consultation process using SOP for final project. In giving comments on the process of consultation using SOP for final project , it is revealed that all students state that SOP for final project is more effective and efficient in helping students to finish their final project compared to the previous model of consultation. The rule determined by EESP which requires students to finish the thesis manuscript maximally up to twelve months triggers students to be more disciplined and work harder.

3 CONCLUSIONS AND SUGGESTIONS

SOP for final project that has been implemented at English education program, Jember University since 2013 is proved to be an effective system of managing students' final project. The effectiveness is indicated by the easy process of monitoring, more responsible students and supervisors, and shorter process of consultation. Students'

responses tothe implementation of SOP for final project are also positive as they are encouraged to work hard and become more disciplined. A number of problems that need serious attention among them are late feedback from supervisors, lack of communication between supervisors and supervisees, and poor quality of students' manuscripts.

On the bases of the findings of this small study, it is suggested that allparties involved in operating SITA system work hands in hands and improve the quality of their services. ICT center, for example, must guarantee the smoothness of intranet as the main supporting system of SITA. Apart from some students' inconvenient behaviors, supervisors are also expected to be wiser and build better communication with students for improving better consultation process. Also, administrative staff is required to give quick and accurate administrative services related to the administration of students' final project.

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STIMULATING STUDENTS' AUTONOMY IN WRITING THROUGH WEEKLY REPORT

Wardah
ardahimura@gmail.com

Sekolah Islam Athirah Makassar
Jl. Kajaolaliddo, Makassar

Nurwahida
nurwahida.nurwahida@gmail.com

State University of Makassar
Jl. A.P. Pettarani Makassar 90222

Abstract:

The study aims at finding out and describing the students' writing improvement and the way the students are stimulated to write in English using weekly reports. The study employs pre-experimental method. The population is the second grade students of SMAN 4 Makassar. The sample is taken purposively by choosingthe most excellent class,which consists of 30 students. Data on students' writing improvement are obtained by employing writing test and data on students' autonomy are obtained by distributing questionnaire. To analyze data on writing test, inferential statistics with t-test is used. On the other hand, data on questionnaire is analyzed using Likert Scale. Result on students' writing improvement shows that the mean score of pretest whichis 56.47, classified as fair, is smaller than the mean score of posttest, 77.53, classified as good and the improvement is significant with the t-test value result, 13.44, which is greater than the t-table, 2.045 at 0.05 significancelevel and29 degree of freedom. While, result on students' autonomy is 75.7which is classified good. It is inferred that the use of weekly reports can stimulate students' autonomy in writing and can also be used as a learning media to improve students' writing ability.

Keywords: students' writing ability, students' autonomy in writing, weekly report as a learning media

1   INTRODUCTION

As one of the skills which is taught at school, writing is considered difficult by most students. According to Byrne (1988), there are two causes for this. The first is psychological problem. In writing, we are required to write on our own without any possibility of interaction or the benefit of feedback. This is itself makes the act of writing difficult. The other factor is cognitive problem. To make good writing that can be

understood well by the reader, we need to master the written form of language, such as the use of cohesion, punctuation, organizing idea, etc.

Even though writing is difficult,by applying a good teaching technique, a teacher can help students to be a good writer. Nevertheless, applying a good technique in teaching writing does not always show success. Some students are just motivated to study under the teacher guidance. It becomes a problem because frequently writing is delegated to the status of homework (Harmer, 1991).

Helping students to make a good writing needs time. Given the fact that writing is one of the compulsory subjects in the schools, the time for the teacher and students to spend in the classroom is limited. Therefore, it is important to stimulate the students to study autonomously in order to be more independent and active in their own learning.

Condition of the students that is described above shows that autonomous learning has become more important nowadays. Holec (1981) states that autonomy can be described as the ability of students to take charge of their learning. From this opinion, we can say that in autonomy, students should have skill and be able to stand on their own feet. Nevertheless, it does not mean that the students do not need the role of the teacher. In this case, the role of the teacher as a facilitator is still needed but the students should minimize their reliance on their teacher. Hence, the teacher as a facilitator and a motivatorhas to find out the way to make his/her students be autonomous.

Weekly report is one of the ways to stimulate students' autonomy since the students are given an opportunity to reflect on their new knowledge, ask questions about unclear ideas, and explore the value of question asking itself. In addition, "weekly report can be a way to encourage studentsreflecting on their own knowledge, to organize their ideas in preparation for instruction, and to prepare for exams and review sessions" (Etkina, 1999). It can be stated that by using weekly report, the students can be aware of what they have found in the class, conveying their ideas toward the particular subject, telling about difficulties and problems that they face in studying.

Based on the background presented above, the problems of the research are formulated in the following questions:

(i) Can the use of "weekly report" stimulate students' autonomy in writing?
(ii) Can the use of "weekly report" improve students' ability in writing English hortatory exposition?

2 LITERATURE REVIEW

Learners can be considered autonomous learners when they have acquired the learning strategies, the knowledge about learning and the attitudes that enable them to use these skills and knowledge confidently and independently. This statement is also confirmed by Holec (1981), conveying that learners' autonomy is learners' ability to concern about his own learning and what he needs in learning. Little (1991) in Balcikanli (2008) states that autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action.

Weekly-report is one of activities which was suggested by Husain (2003). She states that weekly report as record of work can encourage learners to report whether they study in self-access learning center, in laboratory, or in computer using internet, and how many times they have studied there. Weekly report was used as media for taking data of the effectiveness interdependent approach in learners' way to learn autonomously.

In this research, the researcher tried to find out whether or not the students are able to learn the components of writing, finding their difficulties in learning the skill and

how they overcome the problems. To support this idea, the researcher used the five significant components in writing that were proposed by Jacob et.al. in Thaib (2000). The components in writing are content, organization, vocabulary, language usage, and mechanics. A good writer, indeed, is expected to put all the components in their writings in order to produce an effective piece of writing.

3   METHOD

To conduct the research, the researcher employed pre-experimental method. It investigated the use of weekly report in stimulating students' autonomy in writing. There were two kinds of variables utilized in this research, namely dependent and independent variables. The dependent variable referred to students' autonomy in writing and students' writing achievement. Independent variable was the use of weekly-report in stimulating students' autonomy

Population of the research was the second year students of SMA Negeri 4 Makassar in academic year in 2009/2010. It consisted of 9 classes with 30 students each, the total is 270 students.

In determining the sample, researcher applied purposive sampling technique in second year students of XI IPA 1 class. The total number of sample was 30 students. Based on the reason that the students in this academic year have been studying several types of English text, they were assumed to have knowledge about hortatory exposition and were able to compose hortatory exposition.

The instruments of the research were the writing test for pretest and posttest, weekly reports, and questionnaire as the instrument to collect data.

The pre-test was used to see the students' former writing ability. Then, the treatment was given by using weekly reports. After that, posttest administered to see the effect of the treatment.

Questionnaire was used to know the students' autonomy, especially in writing. Questionnaire consists of five categories students' responses; always, often, sometimes, rarely, never.

4   FINDINGS AND DISCUSSION

4.1   Findings

There are two findings that present in this part. First is the use of weekly reports in stimulating students' autonomy in writing and the use of weekly reports in improving students' writing ability.

The data analysis shows that the use of weekly reports could stimulate students' autonomy in writing. It was proved by the mean score of students' questionnaire about autonomous students; the mean score was 75.7 which was classified as good. It can be concluded that the students are at good level of student autonomy.

The use of weekly reports could also improve the students' writing ability. It was proved by the result of the students' mean score and standard deviation of pretes and posttest, which is presented in the following table:

Table.1.The mean score and standard deviation of the students' writing ability in pretest and posttest

Test	Mean Score	Standard Deviation
Pretest	56.47	1.94
Posttest	77.53	1.5

Based on the table above, the students' writing ability in pretest was 56.47 classified as fair and 1.94 for standard deviation, in posttest the mean score was 77.53 classified as good and 1.5 for standard deviation. It can be concluded that the mean score of students' writing ability in posttest was higher than pretest.

4.2 Discussion

This part deals with the interpretation of the result of students' questionnaire about autonomous students and students' achievement in writing ability through the use of weekly reports.

(i)   Students' questionnaire about autonomous students

Based on the result of the research, the students' scores of autonomy were in a good level. At this stage, the students could reflect their own knowledge; they could be responsible with what they need to learn and how to overcome the problems that they faced in learning. As Holec (1980) states that learners' autonomy is learners' ability to concern about his own learning and what he needs in learning. As addition, autonomous students realize their mistake and there are so much that they do not know yet. Nevertheless, they have their self-confidence to overcome their problem (Kavaliauskiene, 2006). The students who are responsible with their learning will make better achievement. Marton and Saljo (1976) in Ade-Ojo (2005) argue that students who take on greater for their own learning are more likely to take a deep approach to learning, which in turn leads to greater achievement.

(ii)   Students' achievement in writing

In this research, the students were given pre-test to see the students' writing ability. The pre-test took 90 minutes. At the pre-test, the researcher asked the students to write at least three paragraphs hortatory exposition entitled "Can Indonesian Idol Guarantee One to be Talented Singer?" From students' essay, the researcher found the problems that most of the students faced. The explanation about the problems was described as follows:

a. Content

In terms of content, the students had problem in stating their ideas clearly. The example of this problem can be seen as follows:
Can Indonesian Idol Guarantee One to be Talented Singer

Indonesian Idol is a competition to find talent in Indonesia and the judges will select the talented participants. and when graduated in the selection back every week. to obtain a very talented participants and become the champion.

but after a lot of famous people like. because it is reraly found after becoming champion. they will return with each activity before they become champions in Indonesian idol.

In this case, instead of stating her argument, the writer just explained about what Indonesian Idol is.

b. Organization

In terms of organization, the problem that mostly found was the students found it difficult to organize their ideas which can be seen as follows:
Can Indonesian Idol Guarantee One to be Talented Singer

Indonesian Idol is one place search trace for people in Indonesian. but we have to go along selection can to become with together.
We compare with the other singer, such as; Rossa and Krisdayanti. Participants of indonesian Idol are not lose from three of Diva. We can see from how they sings a song. But participants of Indonesian Idol are not too famous, if we compared with three of Diva.
therefore it is not forever Indonesian Idol participants will be famous like all the other singers because he was famous at the time only finalist.

In organizing ideas, the student did not put their ideas orderly. The ideas jumped from one to another without good of flow. There was no connection between the thesis statement and the arguments. This problem made the readers get confused with ideas that he/shewas trying to convey.

c. Vocabulary

In term of vocabulary, the students made some mistakes in word choices or dictions. Some examples of the students' mistakes in word choices were:

(i)   "race of sing" instead of "singing competition",
(ii)   "self confident" instead of "self confidence".

The lack of vocabulary makes someone sometimes fails in conveying their ideas because he/shefinds it difficult to choose appropriate word which is equivalent to Indonesian words. Ediger (2000) as cited in Etkina(1999) states that variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts.

d. Language use

General obstacleencountered by the students in writing because they had problems in mastering English grammar. Some evidence of the students' mistakesas follows:

(i)   The misuse of possessive adjective such as "with all they ability in singing", instead of "with all their ability in singing"
(ii)   the misuse of auxiliary such as "for that, they are follow", instead of "for that, they follow"
(iii)   the use of modals such as "we must to join the contest", instead of "we must join the contest"

This means that the students could not express their idea by using language correctly and effectively. This fact is similar with Harmer's (1991) statement that people who learn language encounters a number of problems, especially with the grammar of the language which can be complicated and which can appear confusing (Rasyid, 2005).

e. Mechanic

The students' problems in terms of mechanic are showed as follows:

(i) The example of spelling of words such as "reraly" instead of "rarely", "cause" instead of "because".

(ii) The problems of punctuation such as "can be popular.and can be" instead of "can be popular and be".

(iii) The problems of capitalization were the use of capitalization for the first letter of the first word in sentence, such as "therefore not all participants" instead of "Therefore not all participants".

This shows that the students needed more practice. Nevertheless, based on the observation that the researcher did, the students just stimulated to learn under the teacher's guidance. While as we know that time that teacher can spend in the classroom is so limited.

After applying weekly report during the treatment, the result showed that the students were more autonomous in learning writing by the fact that they were able to find and overcome their problems and more motivated in monitoring their own learning.

For overall findings, from questionnaire, it was found that the students were at good level of autonomy. This was proved by the mean score of students' result (it can be seen in table.1 and 2). For writing achievement, based on the posttest, it was found that there was improvement. It was showed by the mean score and t-test value (it can be seen in table.3 and 11). As explained before that the low achievement of students in writing was because they just were stimulated to write and learn under their teacher's guidance. Fazey and Fazey's (2000) study as cited in Ustunluoglu(2009) claim that the students are likely to self-regulate or take responsibility for learning when the motivation comes from an external source, such as a teacher. The teachers see themselves as taking almost all responsibility because they perceive that the students lack of self motivation and responsibility of their own learning. Ustunluoglu (2009) suggests students do not take responsibility for their learning although they have the ability, and teachers, themselves, take on most of the responsibilities, by perceiving their students incapable of fulfilling their responsibilities. Thus, the teachers as facilitators and motivators have to find the way to help their students to be autonomous as Kesten (1987) states that teachers can help students take responsibility for their learning by providing opportunities and strategies for learning independently and by encouraging them initiate and actively participate in their own learning. The use of weekly reports had given the students opportunity to practice, reflecting their knowledge, sharing their ideas, and asking their questions through writing form. Bagle and Gallenberger (1992) in Etkina (1999) state that writing is more than just a mean of expressing what we think – a means of shaping, clarifying and discovering our ideas.

Based on the discussion above, it can be concluded that the second year students of SMAN 4 Makassar are at good level of autonomous learning in writing and also have good ability in writing after teaching by using weekly reports. Finally, the writer concludes that the use of weekly reports can stimulate the students' autonomy in writing and improve the students' writing ability.

5   CONCLUSIONS AND SUGGESTIONS

5.1   Conclusion

Based on the findings and discussion in the previous chapter, the study has come out with the following conclusions.

      (i)   The second year students of SMA Negeri 4 Makassar are at good level of autonomy in writing after the application of weekly-reports. It can be stated that the use of weekly reports can stimulate students' autonomy in writing.

      (ii)   The students' writing ability after the treatment where the students were taught by weekly reports was better than before treatment. It means that the use of weekly reports in teaching writing can improve the students' writing ability.

5.2   Suggestion

Based on the conclusion above, the researcher further states some suggestions as follows:

      (i)   There are many other activities besides weekly-reports that can be done by English teachers to stimulate students' autonomy in writing.

      (ii)   It is suggested for the further researcher to find activities to stimulate students' autonomy in learning other skills of English.

      (iii)   The English teachers should apply weekly reports in teaching writing and create interactive class circumstances to improve students' writing ability.

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TEACHERS' PRACTICES ON LANGUAGE ASSESSMENT: SOME CHALLENGES AND SOLUTIONS

Jumariati
jumar.fkip@yahoo.com

Universitas Lambung Mangkurat
Jl. H. Hasan Basry, Banjarmasin 70123, Indonesia

Abstract

Assessment is an important element in teaching and learning that helps teachers make decision on instructions and students' learning development. This paper explores the assessment practices of the English teachers of upper secondary schools in Indonesia by investigating the focus of the assessments, the challenges that the teachers face and the strategies they use to cope with the challenges. This qualitative study involves eight EFL teachers of upper secondary schools in the districts of Malang and Banjarmasin. The participants are grouped into three based on the years of teaching experience. The data collection is done through in-depth interview. From the analysis, it is found that the teachers focus on assessing the four language skills and the language components (grammar and vocabulary) with certain expected standards of scoring. The teachers face relatively similar challenges concerning the complexity of the nature of the language skills, the students' characteristics, teachers' subjectivity in scoring, the large number of students, and the lack of or the poor quality of school facilities. To face the challenges, the teachers employ various strategies, among them include using video-recording in assessing speaking, employing holistic scoring approach in assessing writing, assessing students in small groups, measuring overall proficiency, and involving students in the assessments. Finally, this study suggests that the authorities need to support teachers in the assessment practices by providing trainings, workshops, seminars, and resources for improving their assessment practices. It is also necessary to consider the number of students in each class so that teachers can manage.

Keywords: assessment, challenges, solutions

1   INTRODUCTION

Assessment is an important element in teaching and learning that helps teachers make decision on instructions that affect the students' learning development. It gives valuable information on the students' progress in learning and the areas of teaching practices that need to be improved. In the context of English as a Foreign Language (EFL) teaching and learning, assessment takes various forms due to the nature of English which consists of four language skills that is listening, speaking, reading, and writing as well as the language components like vocabulary and grammar. Therefore, language assessments can take various types regarding the language skills to focus on (Brown, 2004). In the scoring, teachers can use the holistic, primary trait, or analytic scoring approach.

Teachers use analytic scoring approach to focus on the detailed scoring criteria or they can use the holistic approach which is relatively quick but cannot diagnose the detailed of students' learning progress (Brown, 2004; Llosa, 2012; Sulistyo, 2015). In short, language teachers have more alternatives in assessment that they can select to measure students' real performance.

Along with the many alternatives in assessment that language teachers have, there are some challenges they face. Brown and Hudson (1998) mention some of the challenges of assessing language performance which include validity, reliability, and practicality concerning the constructs of assessment, criteria of scoring, and raters' inconsistency. Further, they explain that assessments on language performance may be relatively difficult to produce,time-consuming, and they may require special equipment. However, the assessments are worth-implementing as they can produce accurate results on students' performance. In line with this, Davison and Leung (2009) affirm that implementing teacher-based assessment leads to a more accurate result compared to summative assessment as teacher-based assessment let students to perform their actual language competencies.

Studies have been conducted on investigating teachers' practices on classroom assessment as well as the challenges. A study by Llosa (2012) finds that teachers' practices on English language assessment vary due to students' characteristics and the challenges the teachers face arethose related with validity, reliability and practicality. A study by Trede and Smith (2014) reveals that to increase the validity of assessment, teachers need to be transparent by informing the students the standard of scoring criteria. By knowing the expected criteria of scoring, students learn to focus on their learning and be responsible for the learning progress. Another study by Yin (2010) shows that teachers tend to use their mental portrait or their impressions on assessing students' performance due to a large number of students the teachers have. Other studies (Kanjee, 2009; Yin, 2010; Frykedal & Chiriac, 2011; Boud, Lawson & Thomson, 2013) find the challenges in conducting language assessment include interpreting the assessment results, providing feedback, and teachers' knowledge as well as their confidence in conducting assessment.

In the teaching and learning of English in Indonesian schools, the issues on teachers' practices on language assessments as well as the challenges arestill lack of investigation. Accordingly, the condition of classroom language assessment practices is not clearly captured yet. Therefore, this study tries to explore teachers' practices in language assessment concerning the focus of the assessment practices, the challenges the teachers face in language assessments and their strategies to face the challenges.

2   METHOD

This qualitative study involves eight English teachers of upper secondary high schools. Four teachers labeled as Teacher A, Teacher B, Teacher C, and Teacher D were teaching in the district of Malang, East Java. The rest four teachers labeled as Teacher E, Teacher F, Teacher G and Teacher H were teaching in the region of Banjarmasin, South Kalimantan. To obtain rich data, the research participants were teachers whose years of teaching experience were varied. They were grouped into three: Group 1 (beginner) was under 10 years which included Teachers C, G, H, Group 2 (pre-experienced) was between 11-19 years consisted of Teachers D, E, F and Group 3 (experienced) was 20 years or more which included Teachers A and B.

The in-depth interview was used to explore the information on the focus of assessments, the challenges the teachers face in the practices on assessment and their strategies to deal with the challenges. To ensure the accuracy of the data, the interview

was recorded, transcribed and consulted to the research participants. The data obtained from the interview was then analyzed by categorizing them into three main themes: the focus of the assessments, the challenges in the assessments, and the strategies to cope with the challenges.

3 FINDINGS & DISCUSSIONS

3.1 FINDINGS

The results of the study are categorized into three themes regarding the research objectives: the focus of the assessment practices, the challenges the teachers face in assessing students, and the strategies they do to cope with the challenges.

3.1.1 The Focus of the Assessment

The study finds that all the teachers assess the four language skills: listening, speaking, reading, and writing, and the language components like grammar and vocabulary. Before assessing the students, the teachers informed them the expected criteria of scoring to let them know what aspects of scoring they need to be aware of. Mostly, the scoring rubrics were prepared by the teachers by modifying existing rubrics they obtained from books or other sources while the checklists of affective behaviors were based on the guidelines in the school curriculum that is the 2013 Curriculum.

To assess listening skill, the teachers used formal tests and exercises with the completion form by recognizing single word or phrases and comprehending overall texts. Mostly, the teachers used their voice by reading the text aloud and sometimes they used laptop and the speakers. To assess speaking skills, the teachers used presentations, role-plays, and story-telling by focusing on pronunciation, fluency, and grammar. Almost all teachers except Teacher A and Teacher B focused mainly on two aspects: fluency and pronunciation. However, all the teachers admitted that they gave less weight on grammar due to students' low grammar mastery. In assessing role-plays, the teachers asked the students to memorize the dialogue to be performed. There were only Teacher B and Teacher D who asked the students to make the dialogue.

Reading comprehension and skills were assessed through written exercises and story-telling. The exercises were focused on finding main ideas, finding detailed information, guessing words' meanings from the context, and making inference. They were in the form of both selected-response (the multiple choice and true-false types) and constructed-response (short-answer type and fill-in the blanks type). The teachers admitted that assessing reading comprehension and skills were given in bigger portion compared to the other skills to enrich students' vocabulary and to prepare them for the National Examination which was more dominant in reading comprehension questions.

Writing skills were assessed through exercises on sentences and paragraph writing. Teacher A, Teacher B and Teacher C implemented portfolio assessment by asking students to write paragraphs and compiled their works in the portfolios to help developing students' skills. Teachers D, E, F, and H rarely conducted assessment on writing skills due to the students' low proficiency in English that they needed to work extra hard to guide the students one by one.

3.1.2 The Challenges and the Teachers' Strategies

The teachers faced challenges on assessment practices which were almost similar to each other but the strategies they used were quite varied.

1. The Complexity of the Nature of Language Skills

The teachers in the study admitted that it was complicated to assess language skills due to the features of each skill. In assessing speaking skills particularly presentations, it was uneasy to concentrate on pronunciation, fluency, vocabulary, and grammar as well as other aspects like eye contact and clarity of the voice. Therefore, Teacher G utilized video to record the students' performance so that she could examine each aspect to come to a more accurate result. Meanwhile, Teacher C used the students' scripts for assessing the grammar and vocabulary whereas Teachers A, B, D, and F involved the students in assessing the aspects of the clarity of the voice, eye contact, and the readability of the power point slides.

Assessing writing skills were complicated due to the detailed aspects to be assessed as the teachers of this study admitted. The teachers mentioned that assessing detailed aspects of writing was time consuming therefore they sometimes used pair work in addition to individual writing. Teacher A and Teacher B assessed the detailed aspects while Teachers C, D, E and G focused on two aspects only such as the generic structure and grammar. To assess mechanics and punctuations, they involved students in peer assessment. Meanwhile, Teachers F and H did the assessment by using holistic approach.

2. The Students' Characteristics

The characteristics of the students also contributed to the complexity of assessment as the teachers mentioned. All of the teachers except Teacher A and Teacher B stated that students' low mastery of vocabulary affected their assessment practices so that they did not emphasize on vocabulary during assessing writing and speaking. Rather, they focused on other aspects like generic structure in writing and fluency in speaking. In addition, the students had low mastery on English grammar. As a result, the teachers adjusted the scoring by giving less weight on grammar and vocabulary. Additionally, most of the teachers asked the students to memorize the dialogue in the textbooks to be performed and assessed; only Teacher B and Teacher D asked the students to make their own dialogue.

Another students' characteristic was the low ability in doing self- and peer assessment. Teachers found that involving students to assess their own and peer's performance was challenging as they could not assess fairly. Teachers B, C, D, F, and G found that the low-achievers tended to assess their actual performance high whereas the high-achievers scored themselves low. To face this, the teachers encouraged the students to assess based on the actual performance. Meanwhile, experienced and pre-experienced teachers involved the students to assess only complementary aspects e.g. mechanics, punctuation, eye contact and readability of the power point slides.

3. Teachers' Subjectivity in Scoring

The teachers admitted that teachers' subjectivity in scoring was one of their challenges in assessing students. Due to the large number of students, the teachers could not apply thorough assessment on each student. Therefore, they preferred to measure the students' overall language performance and manners through day-to-day observations which was based on teachers' impression that might be somewhat subjective. They categorized the students into three groups: low, medium, and high achievers based on their overall impression on their performance. Consequently, they could not have thorough

information on each student's performance and behaviors. To face the challenge, Teachers A, B, C, D, F and G involved the students in the self-and peer-assessment.

4. The Large Number of Students

Practicality due to the large number of students was also the challenge in language assessment that the study revealed. The teachers found that it was time-consuming to assess each student by using the detailed standard scoring. Therefore, they put the students into small groups each consisting of three to four members to ease them in assessing. There were only Teacher A and Teacher B who included assessment on both the product and the process. The process was evaluated from the collaboration works and time keeping of the product submissions. In addition, Teachers C, F, and H used holistic approach in assessing writing to make it less time-consuming but they admitted that they could not have the record on detailed aspects that the students had mastered. Another strategy was by applying measurement on overall proficiency of the low, medium, and high achieving students.

5. The Lack of or the Poor Quality of School Facilities

The other challenge was due to the lack of or the poor quality of the school facilities. Almost all the teachers complained the poor quality of the language laboratory that they could not utilize the audio player or the recorder. As a result, they could not use the laboratory for the activities in assessing listening skills. To cope with the problem, they used laptop and speakers to play the audio but most of the time they used their voice to read the text that the students listened to.They admitted that using their voice was not effective due to the problems with the accuracy of the pronunciation, stress, and intonation as well as the volume and clarity of the voice. Teacher B, Teacher D and Teacher G mentioned that it took teacher's competence and self-confidence to be the good models and sources for listening tasks.

3.2 DISCUSSION

The findings show that teachers focused on certain criteria in assessing students' language skills and performance. Each teacher had a set of standard expectations which are quite similar with regard to the instructional objectives and students' characteristics. However, the experienced teachers tended to apply detailed criteria of scoring in assessing students' performance in speaking and writing and assessed both the process and product of project-based assessment. In the practices, the expected criteria of assessment were informed to the students by showing the rubrics or checklist of the scoring. This was meant to make the students aware of the points of scoring and what were expected from them. In order to meet the validity of an assessment, transparency of what to be assessed are essential as it can promote learning. As a study by Trede and Smith (2014) shows, good assessors share expectations and assessment criteria with their students. Furthermore, they give constant feedback on students' learning improvement. Unfortunately, none of the teachers of the present study provided constant feedback to the students due to the large number of students that they had.

The study also finds challenges that the teachers face in conducting language assessments related to validity, reliability, and practicality (Kanjee, 2009; Yin, 2010; Frykedal & Chiriac, 2011; Llosa, 2012; McNaughton, 2013). All the teachers in the present study admitted that assessing speaking performance was challenging as they had to concentrate on several aspects at once. As it is mentioned by Brown and Hudson

(1998) that using constructed-response assessment like performance assessment to measure productive skills are relatively difficult, time-consuming, and somewhat subjective.

The findings suggest that teachers employ various strategies to deal with the challenges in assessment practices as a study by Trede and Smith (2014) reveals. To deal with the challenge in assessing speaking performance, all of the teachers except the experienced teachers focused only on two criteria that were fluency and pronunciation. Meanwhile, a teacher in Group 2 video-recorded the students' performance to focus on detailed aspects of scoring. It was relevant with the statement of Brown and Hudson (1998) who mention that one of the challenges in language assessment is the need to provide special equipment. Another strategy was implemented by experienced and pre-experienced teachers by involving students in assessing complementary aspects in presentations which included the eye contact and readability of the power point slides. The study finds that all the teachers asked the students to memorize dialogue during role-plays. Ideally, since speaking skills deal with oral language production, the assessment should be based on students' natural performance and their own idea not based on memorization.

The teachers also found that assessing writing was challenging and time-consuming due to the complexity of the writing aspects. Consequently, some teachers involved students in assessing minor aspects like mechanics and punctuations while the others used holistic scoring approach. However, they admitted that by implementing the holistic approach, they could not trace the detailed aspects that each student had mastered or still needed to improve. That is to say that using holistic approach in assessment though relatively easy and quick can be lack of the diagnostic power on students' mastery in detailed standards of scoring (Brown, 2004; Llosa, 2012; Sulistyo, 2015). Ideally, teachers need to measure the detailed expected criteria so that the assessment results would be more meaningful. Also, the complexity of the features of writing made some teachers uncertain in implementing writing assessment. As a result, the pre-experienced and beginner teachers rarely practiced writing assessment. This is in accordance with Brown and Hudson (1998) who mention that assessing language performances can bring practicality problem as they are relatively difficult to produce and time-consuming.

The other challenge was due to students' characteristic that was the low abilities in doing self-and peer-assessment. The teachers found that the students could not give actual grades on their own performance as well as their peers'. The low-achievers scored themselves higher than the teacher's scores whereas the high achievers scored themselves lower. The finding is in line with the finding by Boud et al. (2013) that low-achievement students over-estimated their own performance while the high achievement students under-estimated their own performance. This is also consistent with the finding of the study by Frykedal and Chiriac (2011) in which the teachers had problems in sharing responsibility for assessment with the students due to the students' lack of skills in self-and peer-assessment. The finding of the present study reflects the need to train students to do self- and peer-assessment as the skills are necessary for their learning progress.

Teachers' subjectivity in scoring was found as one of the challenges that the teachers of the study face. Due to the large number of students and the complexity of assessing detailed aspects, the teachers assessed students' overall proficiency based on their general impressions on students' performance. Studies find that teachers' subjectivity in scoring is a potential danger to the reliability of assessment (Brown & Hudson, 1998; Yin, 2010, Llosa, 2012). A study by Yin (2010) investigated that there is a tendency that teachers use their mental portraits in assessing students. The mental portraits are developed incidentally from day-to-day observations as the result of

teachers' knowledge on the students. However, this impressionistic information about the students may lead to subjectivity in assessing them since the scoring that teachers make may not be based on students' actual abilities. To deal with the challenge, the teachers involved the students in the self-and peer-assessment.

Due to the large number of students, the teachers used overall measurement to evaluate students' language performance and behaviors by using day-to-day observations. All the teachers tended to use overall measurement by categorizing the students into low, medium, and high achievers. By doing so, they were able to assess the students' language proficiency and behavior. However, they might lack of information on specific standard that the students have mastered and still need improvement. The study by Llosa (2012) suggests that when teachers use overall language proficiency as their measurements, they should use it only for measuring students' progress over learning from one year to next year and not for assessing students in a certain lesson unit. Meanwhile, a study by McNaughton (2013) reveals that there is a lack of attention to assessing affective domains in secondary schools due to little scaffolding for secondary teachers.

Finally, the challenge on assessment due to the lack of or the poor quality of school facilities was faced by almost all of the teachers in the study. The lack of listening booth and the seats in the language laboratory made the listening activities difficult to conduct. As a result, the teachers divided students based on the available booths and rearranged the grouping which made the activities complicated and time-consuming. The poor quality of the school language laboratories even made the listening activities uneasy. To face the challenge, the teachers conducted the activities in the classrooms and they used their voice by reading the text aloud. Brown and Hudson (1998) mention that one of the challenges in language assessment is the need of special equipment like language laboratory with the audio recorder. Therefore, when a school is not equipped with satisfactory facilities for teaching and assessing, teachers may face challenges in their practices.

4 CONCLUSIONS AND SUGGESTIONS

This study concludes that teachers face challenges on their language assessments practices. The challenges found in the study are the complexity of the nature of the language skills, students' characteristics, teachers' subjectivity in scoring, the large number of students, and the lack of or the poor quality of school facilities. These challenges are relatively comparable across teachers but the strategies they employ are quite varied. Among them include using video-recording in assessing speaking, employing holistic scoring approach in assessing writing, assessing students in small groups, measuring overall proficiency and behaviors, and involving students in the assessments.

Based on the findings, this study suggests that the authorities support EFL teachers in their assessment practices by providing resources for the enrichment of their knowledge on assessment and to aid them in facing the challenges in the assessment practices. This can be done through establishing workshops, trainings, and seminars. It is also essential to consider the number of students in each class in order that teachers can manage the teaching and assessing.

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ESP VS EGP: A REFLECTION OF IMPLEMENTATION OF CURRICULUM 2013 IN VOCATIONAL SCHOOLS

Dodi Siraj Muamar Zain
zaindodi777@yahoo.com

The University of Muhammadiyah
Purwokerto

Abstract

The aim of this paper is to figure out the teachers' perception towards the implementation of curriculum 2013 in terms of change of content of learning material. As it is known, curriculum 2013 covers several changes in some learning aspects starting from learning approach to learning content. These changes bear their own strengths and weaknesses. For vocational schools, one major change is learning content. The shift of focus from ESP (English for Specific Purposes) to EGP(English for General Purposes) triggers various responses from teachers.

The research applied descriptive method. The data were taken from ten teachers from two vocational schools in Banyumas that still applied curriculum 2013. The instrument used in this research was interview. Therefore, the qualitative approach was used to interpret the data.

The finding showed that eight teachers considered the government policy to change the content of teaching to English for General Purposes was irrelevant with the objectives of learning in vocational schools. The other two teachers considered that it was a good decision that it accommodates teachers' creativity to organize the lesson. Reflecting to the need of learning English and the objectives of learning in vocational school, it can be assumed that those two areas of English (ESP and EGP) should be accommodated for teaching and learning process yet the proportion of language content should be adjusted with the students' needs. It led to a conclusion that teaching English in vocational school should prioritize ESP equipped with EGP.

Keywords : ESP, EGP, Vocational School

1   INTRODUCTION

In general, English teaching area is divided by English for General Purposes (EGP) and English for specific purposes (ESP). These two areas of English possess different objectives and consequently different content. In ESP, English teaching focuses on students' needs and it closely concerns with working field. It aims at preparing students to be actively engaged in professional communication through English as the means of communication. It affects the learning material used that surely the contents refer to certain vocational skills. While in GE, English teaching focuses on daily communication. It means students are prepared to only communicate in both spoken and written form.

English for General Purposes becomes the basis of English teaching. This area of Englishis the one that is commonly applied in English teaching starting from the beginner level. It is based on the assumption that students must be able to communicate in simple communication in the context of daily life. It means that the vocabulary items along with the fixed-expression used in teaching are the ones commonly used in daily communication. Furthermore, English for General Purposes will help building confidence in using language as the expressions used are those commonly used in daily communication.

One interesting phenomenon rises in English teaching in intermediate level. It refers to the change of curriculum of unit of education level (Kurikulumtingkatsatuanpendidikan) into curriculum 2013. This change surely affects the essence of English teaching in terms of teaching methods and the teaching materials. One of significant changes is that the generalization of learning material for both high schools and vocational schools. Unlike the previous curriculum where the content of learning are based on the certain majors of students, the teaching materials used now are based on genre-based learning. It means that English teaching focuses more on English for general purposes (EGP) instead of English for specific purposes (ESP).

This research attempts to find out the teachers' perception towards English teaching in vocational schools. The issue of the shift Englishteaching areas from ESP into EGP seen from the topics of teaching materials will be observed further from the teachers' point of view. In addition, it will be found out whether the there should be any change in terms of teaching materials in the implementation of curriculum 2013.

1.1 ESP AND EGP

The areas of English teaching are closely related to their teaching objectives. In general, English teaching leads to the achievement of communicative competence where learners are able to make use of their English notion to communicate in both spoken and written form. English teaching addreees four basic competences; sociolinguistic, strategic, discourse, and grammatical competence. In other words, teaching activities are considered successful if those four competences are successfully mastered and maximally harnessed by English learners in real communication. Besides, English teaching should be adjusted with students' needs. In certain education level, students learn English with expectation to be able to communicate in daily context. However, they will also face professional fields that require different needs of English. Therefore, English teaching and learning is divided into two areas known as English for specific purposes and general English.

The differences between the ESP and English for General Purposes lie on its implementation in classroom. In terms of theory, the differences cannot be seen clearly (Hutchinson et al, 1987:53). In ESP, the students' needs come first. It means teachers are required to conduct need analysis to figure out what the students expect from their learning. Additionally, ESP aims at preparing the learners with a certain English proficiency level for a situation where the language is going to be used, i.e., target needs (Sujana, 2005). As a consequence, teachers need to select appropriate teaching materials that fit the students' needs.

Another difference between ESP and EGP can be seen from the objectives and subjects of learning. ESP is designed to assist students to deal with professional context. It means that the subject of learning are those who are about to deal with working field specifically students of vocational schools or university students. *ESP is characterized by the use of authentic materials, purpose-related orientation, and self direction (Carver, 1983).*While, EGP is aimed at preparing students to gain communicative competence of

English. It means the students are trained to use English for daily conversation. It can be assumed that the objects of learning are students of middle or high schools.

Another difference concerns with course design. As revealed above that the objective of ESP is to assist learners to communicate in English for specific needs, it emerges the need of designing different courses for different students at the same level. As it happens in the university, students are taking different majors for different objectives. It can result different need of learning English. Therefore, different course plan should be prepared to accommodate their needs that by the end of learning, the notion of English can be applied appropriately in their working field.According to Dudley-Evans and St. John (1998), the key stages in ESP are needs analysis, course design (and syllabus), materials selection (and production), teaching andlearning, and evaluation. These key stages should be in lne with students' needs. English for General Purposes in the other hand does not need to clarify students' special needs. It is not necessary to provide different course for students with different needs. The course is provided to equip students with the ability to use English appropriately by targeting vocabulary work, spelling, grammar, pronunciation, language function, etc.

1.2   CURRICULUM 2013 IN VOCATIONAL SCHOOLS

Learning activities based on the curriculum 2013 in vocational schools emphasize the importance of learning process equiped with the implementation of authentic assessment to achieve the objectives of learning. The objectives cover the area of affective, cognitive and psychomotor. Furthermore, learning model under this curriculum applies scientific approach where students are expected to be actively engaged in all learning steps. It is based on the assumption that students will comprehend the material better if they are the ones to find the knowledge themselves. Scientific approach itself includes a sequence of learning steps consisting of observation, questioning, applying, assossiating, and communicating.

In curriculum 2013, learning objectives are constructed from the formulation of graduate competence standard and content standard. Graduate competence standard deals with conceptual framework that must be achieved by graduates according to learning targets. Those targets cover the field of affective, cognitive and psychomotor that are intertwined to manifest a competent graduates. It means they are not only competent in certain fields but also possessing high morale.Those three competence fields possess different psychological process. Affective competence is achieved by conducted the activities of accepting, operating, appreciating, comprehending, and conducting. Cognitive competence is achieved by the activities of remembering, comprehending, applying, analyzing, evaluating, and creating. Psychomotor competence is achieved by the activities of observing, questioning, attempting,reasoning, presenting, and creating. In addition, content standard becomes the foundation in constructing learning activities by referring to the competence level and material coverage. From this standard competence, learning indicators and objectives are arranged.

The characteristics of competence as well as the difference of the way of learning achievement affect the characteristics of the standard of process. Strenghthening scientific approach is considered necessary by applying discovery-based learning. In this model, students are required to think critically towards all phenomena occurring around them. They have to investigate the nature of the phenomena and finally draw a conclusion in the forms of theorethical concept that they can apply in real life practice. Furthermore, to empower students' competence to produce conceptual product whether as a group task or even individual task, it is suggested to apply learning model focusing on project task (project-based learning). In this model, it is necessary for students to make an effort to

produce useful products. In addition, students are also required to solve problems in life through problem-based learning. This model requires teachers to provide several problems that can be found in the vicinities wrapped into questions that need to be answered critically through scientific steps (Kemdikbud, 2013).

The approach applied in curriculum 2013 emphasizes on several changes of point of view in learning process. Those changes cover the roles of both teachers and students. Teachers who used to be the main sources of information are now filling the position of facilitators. They are required to guide the students to gather knowledge from any sources available around them. While, students considered as the objects of learning receiving knowledge from teachers are now actively gathering the knowledge from any sources available. In addition, teaching model of this curriculum is now focusing on the process rather than result by applying scientific approach. Learning process is no longer based on content yet students' competence. Furthermore, it is not partial in nature but integrated.

Some interesting phenomena can be found in the implementation of curriculum 2013. Using various points of view in solving problems or even uncovering certain phenomenon, teaching process is focusing on multi-answers teaching. It means it is believed that in learning there is no absolute answer for every question or there should be more than one way to solve problems. In terms of practicality, curriculum 2013 focuses on applied-skill rather than verbalism learning. It means that the students are expected to be able to apply what they have learned in class in real-life situation. The –teaching learning process supports the idea of developing both hardskills and softskills in a balance way. Moreover, nurturing culture as a national heritage becomes a vital consideration in teaching-learning process. in addition, teaching and learning process must keep in touch with technology. To increase the efficiency and effectivity of teaching-learning process, technology should be harnessed optimally. This technology deals with the current of information and the media of communication.At last, teaching and learning process can be done anytime and anywhere. It is based on the assumption that knowledge can be gained in any places and at any time with any available resources.

Additionally, another significant element that characterizes the implementation of curriculum 2013 is authentic assessement. This kind of assessment is used to evaluate not only the students' comprehension towards the lesson but also their preparation in leaning reflected in the process of learning. It covers the aspect of learning input and output addressing on the field of affective, cognitive and psychomotor. In other words, it deals with both students' learning achievement and their attitude development. This kind of assessment is in line with the main objective of education in which the students are directed to develop in both intelligence and morale.

1.3 TEACHING ENGLISH IN VOCATIONAL SCHOOLS

Teaching English in vocational schools is a complex matter. Many issues concerning with students' competence and low motivation in learning always emerges when it comes to discussion of English teaching. Referring to students' background that mostly come from sub-urban to rural areas, these matters are considered normal. Besides, dealing with purposes of learning in vocational schools in which students are guided to be professional workers after they accomplish their study, it is not surprising that most students assume that they only need to put their effort to study the subjects they consider necessary. English is one of subjects that they consider not significant for their future life. They consider that it is necessary only to graduate from schools. It makes the result of learning less optimal.

It is necessary to find effective solutions to overcome the existing problems in teaching-learning process. Government, through ministry of education, have formulated

approaches in learning by issuing new curriculum every five years. The latest curriculum applied is curriculum 2013. The implementation of this curriculum requires teachers to be able place themselves in a position of facilitators in teaching-learning process. Therefore, teachers are expected to encourage students to be more active in learning. This idea is strengthened by the implementation of scientific approach in which teaching-learning process is arranged systematically to achieve the predetermined learning objectives.

The implementation of curriculum 2013 in vocational schools encounters several problems.These problems rise as a result of unpreparedness of government in organizing the policies of education for curriculum 2013. They deal with textbooks distribution, learning material formulation and even the change of teaching model that is considered dractic. However, aside from the problems that may arise in the implementation of curriculum 2013, teachers must ensure that the learning objectives which deal with students' development on language competence can be achieved.

Teachers hold an important rule in developing students' competence. Teachers' understanding towards students' need will encourage them to determine teaching-learning model and learning material that will be applied in classroom activities. Teachers possess authority to determine the outcomes of teaching-learning process under the consideration of applying current curriculum. Related to teaching-learning process in vocational schools, teachers should realize the importance of students' communicative competence. Hence, teachers should prepare students with not only theories or theoretical concepts of language but also practical communication by using the language.

Vocational school teachers are demanded to make use of their potential to create effective and interesting teaching learning atmosphere. In constructing lesson plan, they must consider communicative elements in every activity. In other words, teachers must apply communicative principles in teaching. It is aimed at enabling students to apply what they have learned in classroom in their daily life activities or even their future professional fields. Thus, some fixed expressions that will be used in communication for certain majors must be introduced in communicative ways. It is not sufficient to introduce the concepts of grammar for students as it is mostly done by teachers recently. These concepts will not take crucial parts when they have to encounter real communication. In adittion, teaching learning process focusing on conceptual competence of language structure will only lead to boredom resulting in negative responses from students.

Along with the issue of teachers' competence to arrange learning activities, the fact dealing with students' language competence becomes another most discussed issue in relation with English teaching-learning process in vocational schools. Most vocational school students come from sub-urban or rural areas that possess low financial capability. It leads to their priority on job demands. In other words, they will not give any consideration to subjects that they consider unnecessary for their future needs. English is mostly considered one of them. Besides, it will be difficult for them to practice their English while they are in their environment. This matter becomes a hindrance for students to learn English since they will be reluctant to practice their English when they are outside classrooms. For those reasons, students must be encouraged and supported by showing the significances of learning English for their future. They must be given more opportunities to express their ideas in English during classroom activities. Therefore, teachers should provide a comfortable learning environment to accommodate students' needs to communicate in English.

2   RESEARCH DESIGN

This research applied descriptive method. It is one of research methods that attempts to describe and interpret objects as it seems (Best, 1982: 119). Through teachers' point of view, this research described the phenomenon in regards with the implementation of curriculum 2013 in vocational schools. Issues of the change of learning material from ESP into English for General Purposes became the fosuc of this research. It is based on the consideration that teachers are the main subject in teaching that is directly influenced by this change.

It is a qualitative research. The data were gathered from interview. The interview was recorded that later the result of it was interpreted and concluded with systematic steps.

2.1   Research subject

The respondents of this research are the teachers of two state vocational schools in purwokerto; state vocational school of purwokerto 1 and state vocational school of purwokerto 2. These two schools are selected based on the consideration that these two schools are the only vocational schools in Banyumas that still apply curriculum 2013.

There are ten respondents in total. They consist of six teachers from state vocational school of purwokerto 1 and four teachers from state vocational school of purwokerto 2. Those teachers teach English for grade 10 and 11. They stated that they applied curriculum 2013 in the form of student-centred learning and the use of textbook issued by government.

2.2   Data collection

The data were gathered through interview to subjects. The interview used here was stuctured interview meaning that the questions have already been structured before the interview was conducted.There were two questions that were asked concerning with the materials used in teachingand their opinions about the problems in teaching they commonly encountered along with their proposed-solution. The questions are:

(i)   What do you think about the current teaching materialsbased on curriculum 2013 that you use in teaching English?

(ii)   Do you think it is necessary to change the area of English teaching from EGP as applied in the curriculum 2013 back to ESP focusing on students' needs?

The result of the interview were later recorded and interpreted.

2.3   Analyzing data

According to Milas and Huberman (1984), there are three main activities of qualitative data analysis. They are as follows:

(2-1)   Data Reduction
In data reduction, all researchers will be guided to achieve certain objectives. Finding becomes the main objective of qualitative research. Therefore, data reduction is considered necessary when researchers encounter unknown, undefined, unidentified or even patternless data.

Data reduction includes sensitive thinking process that requires intelligence and critical thinking. For some beginners in research, data reduction should be conducted with those considered competent in the

observed field. Through some discussion with the experts, their insight will develop that data reduction can be done efficiently and it will lead to development of significant theories.

(2-2)   Data Display
After reducingthe gained data, the next step is displaying the data. In research, data candisplayed in the form of brief description, chart, flowchart and the likes. Using qualitative approach, this research used narrative to explain the data. According to Miles danHuberman (1984), narrative text is the most common form of display data for qualitative research data.

(2-3)   Conclusion Drawing/verification
The third step in data analysis is drawing conclusion or making verification (Miles and Huberman, 1984). Initial conclusion that will be presented is not permanent and may change if there is no strong evidence that supports the next step of data collection. However, if the conclusion that is displayed in the early step is supported by strong and valid evidences when the researchers are back to field to gather data, the presented conclusion will be considered credible.

Therefore, conclusion drawn in qualitative research might be able to answer all research problems that have been formulated beforehand. However, there is a possibility that the research problems may not be answered as the problems in qualitative research are still temporary in nature that may develop during research in the field.

2.4   Research finding

In this research, the data was gained through interview. The interviewees are give two questions dealing with their perception and their suggestions towards the current teaching materials that they use in curriculum 2013. The answers of the interview to ten teachers of two vocational schools in purwokerto are as follows:
Question 1

(i)   What do you think about the current teaching materialsbased on curriculum 2013 that you use in teachingEnglish?

No	Respondents	Answers
1	Teacher 1	*The materials used in teaching do not fit the students' needs. Students of vocational schools should be oriented on the workplace field. Hence, the learning material especially for English must concern about workplace field.*
2	Teacher 2	*The materials used in teaching are not in line with the purpose of learning in vocational schools. They are supposed to learn English which contains the elements of vocational.*
3	Teacher 3	*The materials of learning should be changed as the needs of vocational students are not the same as those of high schools. They will not frequently deal with such texts as narrative and recount after they enter workplace field.*
4	Teacher 4	*The materials given to students require teachers to be*

		creative in constructing learning activities.
5	Teacher 5	*It is necessary to make an adjustment of teaching materials dealing with students' needs. If it is necessary, the materials should reuse the ones from the previous curriculum.*
6	Teacher 6	*The use of genre-based materials, as used by high school students are not suitable for students of vocational schools. Some students responded negatively towards the materials taught in class.*
7	Teacher 7	*Basically, there is no problem with the materials that are supposed to be taught. The most important thing is how we teach them.*
8	Teacher 8	*I feel more comfortable teaching the materials from the previous curriculum.*
9	Teacher 9	*Students of vocational schools should learn the suitable materials for them. It applies to English as one of compulsory subjects that should focus on professional contexts. So the existing materials are not suitable for students.*
10	Teacher 10	*Teachers should focus on teaching. Materials used in class are not a big deal. As long as we are creative, any materials should do.*

Question 2
Do you think it is necessary to change the area of English teaching from EGP as applied in the curriculum 2013 back to ESP focusing on students' needs?

Chart 1
Answer No. 2
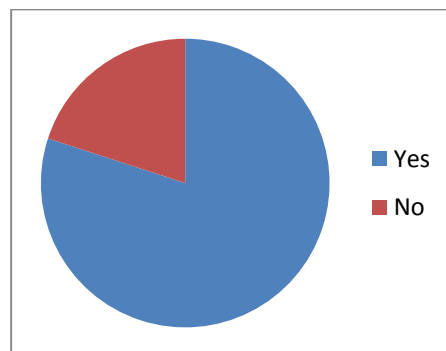
From the result of the interview, it can be seen that most teachers possessed negative perception towards the use of existing learning material based on curriculum 2013. Eight out of ten teachers supposed that teaching materials did not fit the students' needs. They consider that the materials should be adjusted with their needs and support their competence as will-be professional workers. It means that the material for English as one of compulsory subjects must contain vocational elements. The expressions used or even the texts should be the ones that the students will encounter in their future workplace.

However, not all teachers possess negative perspective towards the use of current teaching materials. These two teachers argued that in teaching-learning process, teachers should be ready to teach with any materials provided. Besides, they consider that the main purpose of English teaching was the same that it was to enable students to communicate in English.In conclusion, they consider that any areas of English, whether it is ESP or EGP, will benefit students for their future life.

For the second questions dealing with teachers' perceptions whether there should be any change in the area of English teaching in vocational schools, most teachers consider necessary. Eight of ten teachers propose changes in terms of teaching material. As it has been answered in question 1, they assume that English material should deal with their future workfield. While, the other two teachers consider that it is not necessary to make any changes for the current implementation of curriculum 2013.

2.5   Research discussion

From the data of the first question, it was found that not all teachers are against the use of genre-based test that is now used in English teaching in vocational schools. However, eight of ten teachers agreed that the English materials used in teaching based on the curriculum 2013 are not suitable for the students' needs. They assumed that in real practice, vocational school students are supposed to be more exposed with vocational-related material that will support their professional competence. It also applies to English as one of compulsory subjects in vocational schools. Most teachers believed that all subjects includingEnglish should be in line with the learning objective in vocational schools with is to prepare students to be professional individuals that will be ready to enter workplace field once they graduate. Dealing with English as one of compulsory subjects, teaching english for vocational schools should cover the area of ESP. English for specific purposes is a term that refers to teaching or studying English for a particular career (like law,medicine) or for business in general (International Teacher Training Organization, 2005). ESP covers not only language skills but also its functions and notions (Sun, 2007).

One idea that arose from the result of interview is that some students showed their lack of interest towards EGP as their main focus in learning. This idea is supported by Tsao's (2011) survey questionnaire of 351 students in a technological university about their attitudes toward ESP that resulted in students' more interest at ESP than EGP. It is based on the consideration that most students focus on achieving their objectives to be professional workers. To do so, they need to put more concern on any subjects that supports their needs. In addition, these subjects must be practical while practicality is a nature of ESP.Robinson (1991) describes ESP as a type of ELT(English Language Teaching) and defines it as "goal-orientedlanguage learning" which means that students have to attain a specific goal in the process of learning.

However, some teachers assumed that English teaching in vocational schools applying genre-based learning focusing on English for General Purposes based on curriculum 2013 gave positive effects for students. However, as the result of interview revealed, the answers did not refer to the use of the material. They tend to focus on the learning model that emphasizes students' active involvement in teaching and learning process.

In spite of being supported by minority, there are some teachers that still assume that the changes of teaching policy in vocational schools based on curriculum 2013 yield positive results. Teacher's answers in the interview were not actually concerning with teaching materials used which focus more on general English. They view emphasize on students-centred learning would bring agreat progress towards students' communicative

competence in English. In terms of learning material, they assumed that it is fine for vocational school students to deal English lesson focusing on daily life context. It will be even beneficial for them that they will be able to compete with high school students to enter university for continuing their study.

From the result of the interview, it was found out that most teachers consider teaching materials used for teaching English should be adjusted with students' needs. It refers to the objectives of learning in vocational schools which focus on the students' preparation to face professional fields. Therefore, teaching materials of English should accommodate the achievement of those objectives. However, the basic competence of language to be able to communicate in daily context in the area of EGP must not be put aside. The students should be equipped with this ability to strengthen their basic language competence. Furthermore, their language skill will be sharpened by the application of ESP. as a conclusion; teachers should consider accommodating those two areas of English in their teaching especially in vocational schools though they allot more portions on ESP.

3 CONCLUSION

From the result of the research, it can be concluded that English teaching in vocational schools must be adjusted with students needs. Therefore, it is definitely possible that learning models or teaching materials are different for each major that students take. However, considering the importance of the ability to communicate in English for daily use, the teaching of English for General Purposes must be accommodated as well. However, the allotment for English for General Purposes should not exceed English for Specific Purposes as most students are prepared to be professional workers after they graduate from schools. In conclusion, the combination of English for General Purposes and English for Specific Purposes should be a consideration.

Reffering to real practice of learning, it is necessary to conduct a basic change for the area of English teaching. Those changes include the reformulation of learning material and reconstruction of teaching model. In terms of teaching materials, students must be provided with not only the ability to communicate appropriately in daily context but also the preparation to active and passive communication in workfield context that the students will eventually encounter. Moreover, teachers must concern teaching models applied in the classroom. Student-centered learning creates a certain learning atmosphere supporting students to be actively engaged in learning-teaching process. It possesses positive values as students will comprehend the learning material more. They will be given sufficient opportunities to communicate in English in classroom context. It is necessary for it is in line with the objectives of learning activities in vocational schools that they equip students with a certain competence in certain majors.

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CHARACTER BASED LESSON PLAN DEVELOPED BY PROSPECTIVE ENGLISH TEACHER

Eltina Maromon
eltina_maromon@yahoo.com

Artha Wacana Christian University Kupang

Abstract

Character in education is about shaping one's personality through character building in education where the result is clearly visible in a person's action such as good behavior, honest, responsible, respecting the rights of others, and hard work. This writing is discussing character based lesson plan developed by prospective English teachers at SMP Negeri 5 Kupang. Lesson plan as guide line for teacher before started his teaching to build students' characteristics especially in Timor area. Juvenile delinquency as one of some problems faced in the society nowadays that arise degradation of morality and character as an impact of globalization and poverty, thus character education could be built through education.As the character building is integrated to be implemented in instructional process starting from planning, implementation and its evaluation then this writing is aimed to find out character education through lesson plan developed. Therefore its method is descriptive qualitative. Based on the analysis about character based lesson plan which developed by prospective teachers who have done their teaching, it has been proofed that all the characters value are as follows; religious, democratic, curiosity, obedient to social rules, team work (cooperation), confidence, respect (polite), respect for diversity, care, strength, intelligent, communicative, honest, tolerance, discipline, love, science, democratic, team work and curiosity. Also the dominant characters in the lesson plan are; intelligent and communicative, care and respect (polite), peace, strength and confidence, honest, tolerance, discipline, love, science, democratic, team work and curiosity, religious, respect for diversity and the last is obedient to social rules.

Keywords: character, develop lesson plan, prospective English teacher.

1 INTRODUCTION

In this globalization era, education plays important role to build human resources, since education is tool or instrument that used to move from stupidity or poorness. Education is used in developing new capacity and skill for human to show up their capabilities and creativities. Based on government regulation no. 20 year 2003 about the National Education System and regulation no. 19 year 2005 about National Education Standards, government through Education Department determine various rules related to efforts in educating nations. Those efforts include character based education. Nowadays, Indonesia is facing problems regarding to deprivation of morality and character as an effect of

globalization and poverty. As an effort to preventive it, education is expected to develop the quality of young generation in various aspects to minimize it. Since students have more time at school and they have much time interacting with teachers and students for the rate high of time they spend at school, it is possible that good character should be inserted in education.

Education Character is an education that shapes one's personality through character building where its result is visible in a persons' action (Gunawan, 2013). The education character which is integrated in learning process is recognition of values, facility in gaining awareness of the important values and the internalization values in students' behavior through learning process. It is obvious that education character is integrated starting from planning, implementation, and evaluation in all subjects. Planning the integration of education character in learning process done by developing syllabus, making lesson plan and prepare materials.

Jingga (2013:29) states that lesson plan is a plan to describe procedure and organization learning to achieve a basic competition that made in content standard and explanation in Syllabic. Lesson plan is a planning to show procedures and classroom management to achieved basic competences which contain in standard competence. Lesson plan is a short-term plan for estimating or projecting things will be done in a learning process (Gunawan, 2013). Two functions in lesson plan in learning process are planning functions and execution function. Planning function means lesson plan should encourages teachers to prepare better learning process by better planning. While execution function means the lesson plan will streamline the learning process related to what the teacher plans. Character based lesson plan is a short planning to estimate what characters should be apply for students (Mulyasa 2013:78). The implementation of character education is highly required because language learning has central role in students' intellectual, social, and emotional development and becomes key elements of success in learning other disciplines. Language learning is expected to help learners to understand themselves, their culture and others culture. Gunawan (2013:31) stated prime values of character found in lesson plan such as (1) Religious deals with idea, words and action of somebody based on divinity values/religion percept; (2) honest is person's action, intelligent, strength, democratic, care, responsible, health life, discipline, hard work, confidence, logic, critic, creative and innovative, curiosity, inquisitive, love science, be aware the right and self-obligation and others, obedient to social rules, appreciate to others achievement, respect, nationalism, respect for diversity, leadership, orientation in action, and brave to gain risk. Among all the prime values, the main six values are religious, honest, intelligent, strength, democratic, and care.

2   METHODE

The object of the research was lesson plan developed by prospective English teacher teacher who done teaching practice at _SMP Negeri 5 Kupang_. It deals with finding character found in character based lesson plan documents. To analyze the data this research used descriptive qualitative method.

3   FINDINGS AND DISCUSSION

The following section presents the data from lesson plan documents developed by prospective English teachers. The results are presented under the following headings: characters and dominant characters found in the character based lesson plan developed by prospective English teacher.

3.1 Characters found in character-based lesson plan developed by prospective English Teachers in SMP Negeri 5 Kupang.

1. Religious

   a) Respect and appreciate the teachings of their religion (Standard Competence)
   b) Grateful for the opportunity to learn English as a language of international communication that is embodied in the spirit of learning (Basic Competence)

2. Honest, Tolerance, Discipline, and love science

   a) Respect and appreciate honest behavior, discipline, responsibility, carrying (tolerance, mutual aid), polite, confident in interacting effectively with social and natural environment in a range of relationships and existence (Standard Competence).
   b) Demonstrate earnest attitude in learning, polite, caring, honest, disciplined, confident and responsible for implementing communication with teachers and friends, to understand, express oral and written text (Indicators).
   c) Understand, express oral and written text for (a) require attention, (b) checking students' understanding, (c) reward for good performance, (d) ask/express opinions and responses to implement interpersonal communication with teachers and friends, using the expression with the structure of a coherent text with the correct linguistics elements and corresponding context, honest, disciplined, confident, responsible, caring, corporation and peace (Learning Goal)
   d) Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), polite, confident, interacting effectively with the social and natural environment in a range of relationships and existence (Standard Competence)
   e) Demonstrate honest behavior, discipline, confidence and responsibility for implementing transactional communication with teachers and friends (Basic Competence)

3. **Intelligent, Communicative**

   a) Understand and apply knowledge (factual, conceptual and procedural) based on curiosity about science, technology, arts, culture and events related to phenomena (Standard Competence)
   b) Explain the text and ask the ability to perform an action and response (Indicator)
   c) Applying language elements to implement the social function of expression to give instruction, encourage, prohibit, ask permission, and how to respond according to the use of context (Basic Competence)

4. **Strength**

   a) Dare to do presentation in classroom (Indicator and Learning Goal)
   b) Carry out individual tasks well (Learning Goals)

5. **Care**

   a) Demonstrate polite behavior and care in performing interpersonal communication with teachers and friends (Basic Competence)
   b) Helping friends in instructional process (Learning Goal)
   c) Learners able to communicate politely and concerned with teachers and friends (Indicators)

6. **Democratic**

   a) Demonstrate the behavior of responsibility, caring, corporation and peace loving in implementing functional communication (basic Competence)
   b) Learners are able to behave in a responsible, caring, corporate in communication with teachers and friends (Indicator)

7. **Respect for Diversity**

   a) Appreciate friends when talking (Indicator)

8. **Respect (polite) Peace**

   a) Demonstrate polite behavior and care in performing interpersonal communication with teachers and friends (Basic Competence)

9. **Confidence**

   a) Working on any given task (Indicator and Learning Goal)
   b) Learners able to communicate confidently at the time communicate with others (Indicator)

10. **Team work**

    a) Helping friends who could not speak English (Indicator and Learning Goal)
    b) Demonstrate the behavior of responsibility, caring, and corporate in implementing functional communication (Basic Competence).

11. **Obedient to Social Rules**

    a) There should not be fighting in classroom (Indicator)

b) Apologize for mistaken made (Learning Goal)

12. Curiosity

a) State and explain willingness to ask someone performance (Indicator and learning Goal)
b) Understand knowledge (Factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture and events (Standard Competence)

3.2 Dominant Characters Found in character based Lesson Plan Develop by prospective English teacher in SMP Negeri 5 Kupang.

The result of the dominant characters found as follow

No	Characters	Frequency						Total
		LP 1	LP 2	LP 3	LP 4	LP 5	LP 6	
1	Religious	2	2	2	2	2	2	12
2	Honest, tolerance, Discipline & Love science	3	2	2	2	2	2	13
3	Intelligent, Communicative	4	4	4	6	5	6	25
4	Strength	4	3	2	2	3	1	15
5	Care	6	3	2	2	3	2	18
6	Democratic	3	2	3	1	2	2	13
7	Respect for Diversity	1	4	2	1	1	1	10
8	Respect (Polite) Peace	5	4	2	2	3	2	18
9	Confidence	1	4	3	3	2	2	15
10	Team work	2	2	3	1	2	3	13
11	Obedient to social rules	-	1	4	1	-	-	6
12	Curiosity	3	3	2	1	2	2	13
	Total Frequency	34	34	31	24	27	21	171

4 CONCLUSSION

Based on the data found in lesson plan, the study showed that in character based lesson plan developed by prospective English teacher in SMP Negeri 5 Kupang has implemented character values as follows: Religious, Democratic, Curiosity, Obedient to social rules, Team work (Cooperation), Confidence, Respect (polite), Respect for Diversity, Care, Strength, Intelligent, Communicative, Honest, Tolerance, Discipline, Love Science and Peace. Therefore the dominant characters are intelligent and communicative, Care and Respect (polite), Peace, Strength and Confidence, Honest, Tolerance, Discipline, Love, Science, Democratic, Team Work and Curiosity, Religious, Respect for Diversity and the last is obedient to social rules. All characters values founded in the lesson plans developed by prospective English teachers contain all characters needed to build students' characteristics nowadays.

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AUTHENTIC ASSESSMENT IN TEACHING ENGLISH AS A FOREIGN LANGUAGE: HOW AUTHENTIC IS THE AUTHENTIC ASSESSMENT

Ni Nyoman Padmadewi

padmadewi@pedulisesamaphilanthropicwork.org

Universitas Pendidikan Ganesha
Singaraja Bali Indonesia

Abstract

It has been a national issue that the implementation of the new curriculum 2013 in teaching English as a foreign language in Indonesia has brought national concern for teachers; especially in the area of assessment. English teachers, despite the training and socialization provided, still face confusion about how appropriate assessment must be carried out based on curriculum 2013. Authentic assessment, as stated in Permendikbud no 104/2014 about assessment of learning achievement, is recommended to be implemented in the classroom. However, based on observations in schools, many teachers still do not have a clear understanding of how to take up authenticity of the assessment in the classroom tests. This study is therefore intended to describe, through examples, howauthentic assessment could be implemented. The study was a result of a qualitative classroom research conducted in a bilingual school in North Bali. The data was collected through observation and interviews, and analyzed qualitatively. The results of the research show that the value of authentic assessment is presented through the naturalness of the language in the tests, meaningful topics, and the real context of the tasks presented in the assessment.

Keywords: authentic assessment, teaching English as a foreign language

1 INTRODUCTION

Assessment is important but frequently misunderstood by English teachers when they have to assess students' achievement based on curriculum 2013. Some teachers might be tempted to think of assessing and testing as similar but actually they are different. *Test are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance knowing that their responses are being measured and evaluated* (Brown, 2004). Assessment, on the other hand, is ongoing, developmental process of growth and change which refers to the formative, progressive nature of determining one's growth in particular skill or area (Johnson, Mims-Cox and Nichols, 2006; Brown, 2004). Tests are a subset of assessment. They are not the only forms of assessment that teachers can make. Tests can be very useful instruments but they are only one among many procedures that the teachers can use for assessing students holistically.

Assessment has the power to change people's lives (Shohamy, 2001 in McKay, 2006). The effect of assessment may be positive or negative depending on a number of factors, ranging from the way the assessment procedure is constructed, to the way it is used. Effective assessment procedures are assessments that have been designed to ensure, as far as possible valid and fair information on the students' abilities and progress (McKay, 2006).

However, assessment is not always effective. Cognitive recognition tests frequently used by teachers to assess students' competencies in English certainly cannot provide valuable information about the true ability of students, so the tests cannot give appropriate and meaningful information about the students' language use ability. The scores given by the teachers are then used to represent the whole components of competency which in fact contain the cognitive domain only which are frequently structure oriented, and therefore do not reflect the real ability of the students. As the result, it is frequently witnessed that the students of high scores may not be able to use the language in their daily lives.

These shortcomings make it obvious that new approaches to assessment are needed. In Curriculum 2013, as stated in _Permendikbud_ no 104/2014, with regards to the decree of the Minister of Education and Culture about assessment of students' achievement, it was informed that teachers must use authentic assessment, which paradigmatically requires authentic instruction and authentic learning, which is believed can provide meaningful information about students' holistic competencies.

Assessments are authentic when they have meaning in and of themselves, when the learning they measure has value beyond the instruction, and when learning is also meaningful to the learner (Kerka, 1995; wiggins, 1999 in Johnson, Mims-Cox and Doyle-Nichols, 2006), when they correspond to and mirror good classroom instruction, and when the results can be used to improve instructions based on accurate knowledge of student progress. Authentic implies that tasks used in the assessment are valued in the real world by students (O'Malley and Pierce, 1996).

However, despite its socialization by the government, the use of authentic assessment in the classroom is not satisfying yet. Teachers are still frequently in great confusion on how authentic assessment can be done and implemented in their teaching learning process, and how the authenticity of the authentic assessment maintained and implemented for assessing the students' competencies.

In relation to the information above, this paper is then intended to describe about authentic assessment implemented in North Bali Bilingual School Bali. It is expected that the information in this paper can inspire other teachers how authentic assessments can be implemented in the process of teaching and learning.

2   METHOD

This study is a part of bigger research of qualitative design conducted in North Bali Bilingual School (NBBS) Singaraja Bali. The subjects of the research were year two and three students of NBBS, and the native speaking English teacher. The data was collected in the academic year 2014/2015 through observation and interview, which was analyzed qualitatively.

3 FINDINGS AND DISCUSSION

Based on the results of observations conducted in North Bali Bilingual School (NBBS), it can be identified that there are several types of assessments applied for assessing students' abilities in using English as a foreign language. The assessment done in NBBS can take in a number forms conducted as informal assessments and can also be specifically designed in formal procedures. The informal assessments are mostly in the form of task-based assessment where the students have the opportunities to show their ability to use language, exchange meaning according to their purposes and are done in spontaneous ways according to the context. The tasks are in the form of activities which involve real communication essential for language learning which certainly provides opportunities for the students to be involved in real communication and language use. Formal assessment is carried out in the forms of formative tests given at the end of certain topics or time periods.

Many classroom language teaching tasks can be used for assessment (McKay, 2006). The task-based assessment conducted in NBBS basically requires students to carry out meaningful and purposeful activities where the students are involved in interacting communicatively with each other or with the teacher while engaged in the activities and tasks. The tasks are contextual reflecting real world activities. These types of activities can be in the form of responding to the stories/information from the teacher, which can be done in writing or in spoken form spontaneously, or can be in the form of cooperative literacy tasks where students work together in a group responding to the message or information stated by the teacher. The other types of tasks are usually done in the form of projects which can be done in groups or individually. The test tasks conducted are authentic and in accordance with the types of authentic assessment of O'Malley and Pierce (1996) who classify certain types of authentic assessments as: oral interviews, story or text retelling, writing samples, projects/exhibitions, experiments/demonstrations, constructed response items, teacher observations, and portfolios.

The establishment of the competency of each student in the process of task fulfillment is assessed by considering the products the students are asked to produce, the operations and procedures the students required in order to produce the product, the cognitive operations required and the natural use of the language when communicating the results to others. The following are examples among many types of tasks carried by the students in NBBS. Because of limited space, only several types of assessments are provided as examples in this paper.

(i) Literacy task assessment

Literacy tasks have a main purpose to promote students' authentic literacy development. These tasks can be of many types which all lead to empowering students' literacy development. The tasks are designed in a fun way in order to promote joyful and meaningful learning. One example of a literacy task designed for the students in NBBS is a Scavenger Hunt. It is an activity where the teachers prepare a list of specific items/concrete objects stated in English, scattered in the school areas or in hidden places. The list of the items and their locations are all described in English, and the tasks of the students are to find out the items, collect them and submit them to the teacher. The fulfillment of the task is successful and established if the students can discover the items in the timeframe provided. The success of this activity relies on the students' understanding towards the vocabulary on the list and instructions provided.

This task is appropriate to promote the students' problem solving skill, cooperativeness and time management skill. Besides these valuable life-skills, the task is also very beneficial to improve the students' literacy which is accelerated through reading and by responding through doing. This activity promotes the use of authentic literacy where students use the language for a purpose and at the same time giving them the chance to use it for fun.

For assessing the students' performances, the teacher is provided with the check list and the score can be given by counting the number of items which can be correctly discovered. The process of reading the list and instruction in the scavenger hunt happens naturally and authentically for the sake of collecting the objects needed by the teacher, not for analyzing the linguistic part of the message. At the end of the activity, the teacher announces the result of the tasks, can discuss various interesting elements from the task or mention and review various vocabulary. The assessment report for this activity is done by scoring the performance of the students which manifested the true competency of reading the list and its instruction, and understanding the meaning of the items. Besides that the teacher also provides the student with an award of appreciation for those who can complete the task correctly during the time frame provided.

The variation of this activity had been done by assigning the students to do their own scavenger hunt. One class of students can prepare a scavenger hunt for another class or one half the class prepare for the other half and vice-versa. The students are taught to manage and organize this task by themselves which includes deciding the list of objects/items to be searched for, working on the appropriate vocabulary and language needed for the task, dividing into groups with each group have a job description and designing their own award of Way-to-Go certificate for appreciation. The process of experiencing this students-own-made scavenger hunt is of great value and of paramount importance; not only because it can lead students to reach learning autonomy and boost the development of character values, but can also enhance the improvement of students' authentic literacy.

Allowing the students to process naturally and experience the real use of language is a beneficial exposure to how real learning takes place. Using authentic tasks like a scavenger hunt discussed, provides the students with the opportunities which urge them to communicate using English. For that reason, being able to fulfill the task can reflect the students' competencies on their language use.

The power of this task lies in the process experienced by the students when they are on task and engaged in the real use of the language. The process of carrying out the scavenger hunt, like reading the instructions and following the instructions is experienced as English acquisition where the students acquire English naturally and spontaneously based on the demand of the task activity. By doing this, the students authentically internalize the language as a part of their lives in the school. In traditional teaching and testing, this exposure hardly happens; the students are frequently asked to study the language in isolation and then tested very formally, mostly in the form of objective tests which rarely reflect real world tasks.

Authenticity of the authentic assessment lies in the degree of correspondence of the characteristics of a given language test task to the features of a target language task, as stated by Bachman and Palmer (1996 in Brown, 2004), how meaningful (relevant, interesting) the tasks to the learners, and the contextualization of the tasks (Brown, 2004). The process of carrying out the scavenger hunt as discussed previously demands the students to be able to follow English instruction which resembles the real world. While in Reading Buddy, the behavior of authentic reading is reflected when the student reads the

story for his friend and discusses the content together. This authenticity is manifested through the behavior which is meaningful and purposeful to the students' need.

(ii)   Cooperative literacy task assessment

Another task which is used to assess the language use of the learners is cooperative literacy tasks. The students are assigned to work in a group and listen to a story from the teacher. The task of the students is then to rewrite the story with their group, guided by randomized pieces of pictures. In other words, the students have two kinds of assignments such as to rewrite the story they listened to, and also to put the pieces of the pictures altogether to make a whole set in order to describe the content of the story. The students can also freely discuss about the content with their partner or group.

Another variation of the literacy task observed in NBBS when the students are asked to listen to a story by the teacher and the students must draw about the story and talk about it in front of the class, or with other students in the group. Students looked interested and enjoyed the activity with great joy. The assessment is conducted by observing the students' performance and analyzing their drawing. The teacher can probe the students' understanding by asking them questions about the pictures they made. The score can be given based on the quality of the verbal response given by the students, and by analyzing the drawing manifesting their cognition.

(iii)   Creative Task Assessment

In these activities, the task is to create art or a project to develop student creativity. This kind of activity is not done daily but conducted on certain occasions at the end of the week after the students have had a long full day of learning, or if during the week days, it is conducted on occasions when the class comes to the lesson on a 'high' situation, for example after sports. The students are assigned to make or construct something (like making or building something creative, using recycled materials). Besides encouraging students' creativity, these kinds of tasks aim at promoting the ability of the students to respond to English explanations through doing something. This type of task can be given to all students and the assessment done is adapted and based on the grade or level of the students. The assessment is based on the ability of the students to respond to the teacher's instruction reflected through the accomplishment of the task. By allowing students to see what the teacher said and did and observing what students do as a result, it can be discovered whether the students have interpreted the message correctly. Responding orally in English to questions dealing what they are doing is a way of how literacy can be developed through these kinds of tasks.

(iv)   Talent show and performing art task assessment

In these tasks, the students are asked to perform a drama or other performing arts like dance or singing or music. These kinds of activities are encouraged to promote the creative use of limited language resources; exceptionally seen in drama, for example. Students are creative with grammatical forms and also creative with concepts (Halliwell, 2004). In this task, students are trained to make their own drama using mixed languages, not only to give the chance for students to develop their language and show their creativity but also to build certain characteristics of negotiating with others, leadership, cooperation as well as critical thinking skills.

Performing arts and drama tasks are suited to classroom assessment where the teacher observes and notes the students' performances as the rhythm of the task proceeds. In these assessment tasks, the students are asked to perform using the target language the

best they can. The teacher can observe and note down the progress of the students' competency on language use.

(v)   Cultural task assessment

This task, as the name implies, is designed for promoting multicultural awareness which needs to be developed. This type of activities is carried out when students of NBBS celebrate various cultural days in school. The goal is of two folds. Firstly, the activities are intended to increase the students' understanding on multiculturalism especially their awareness and tolerance of other cultures and religion. Secondly, these activities are also provided for enhancing understanding through seeing and being involved in tasks. Seeing as a source of understanding is central to language work (Halliwell, 2004). This is because meaning is not only taken from language but also to language. By showing how the tasks are carried out to students, students will get the message. Cognitive understanding is formed through observation and comprehension is indicated through the ability to respond to the task.

The task based assessments described above are sometimes conducted informally embedded in classroom tasks designed to elicit performance without recording results and making fixed judgment about the student's competence. The teacher's responses to the students' performances towards the tasks done are often qualitatively mentioned, or can be in the form of advice how to better produce the tasks. Despite its informality, teachers take small notes as a record for each student's performance which can be used as a basis for planning further instruction.

Besides task based assessment, the teacher also gives the students formative assessments conducted when topics or units are finished. This type of assessment is assigned and planned in more systematic procedures so it is more formal compared to the previously discussed. The types of assessments can be in the form of performance assessment which demands the students to perform their understanding and comprehension by performing either in writing or spoken language.

The other type is the form of portfolio. Portfolio is used by all teachers in all grades in NBBS. The power of portfolio is significantly evident. Portfolio provides alternative ways for students to demonstrate and document their level of achievement and competency. Besides that, the development of a portfolio provide the teachers with enough evident about the progress of the students from the beginning to the end so easier for them to treat the students based on their level of competencies.

Authentic assessments of different types like those identified in NBBS, provide the teachers with multiple ways of collecting information where consistent results from many sources of assessments can be used to indicate the students' real and true competencies. The assessment is also authentic when the results can be used to improve instruction based on accurate knowledge of students' progress and competencies (O'Malley and Pierce, 1996). The use of authentic assessment can avoid the problem of teachers being over dependent on a single type of tests which often leads to misrepresentation of competencies and only emphasizes the cognitive dimension of the competencies.

4   CONCLUSION AND SUGGESTION

The analysis toward the authentic assessments used in NBBS can lead to conclusion that authentic assessments give the students opportunities to use language for real purposes, and in real or realistic situations, and assess their attempt to do so successfully. The authentic assessments allows the teachers to capture the authenticity of real world

activities, and provides them with enough information from holistic dimensions of competencies which is gathered from many sources containing its cognitive, psychomotor and affective aspects, rather than scores manifesting competency reflecting cognitive domain only, like mostly identified in multiple choice tests. Using authentic assessment also gives the chances for the teacher to insert character values and train the students on how to build good character in their lives. This should support self-directed learning, increase motivation and enhance learner autonomy.

In spite of its power and significant benefit, it cannot be denied that authentic assessments can be time consuming, cumbersome and in some cases overly subjective. For that reason, it is suggested that continuous training especially for new teachers is needed, and discussions among teachers is encouraged in order to share problems that may appear along the process. To minimize subjectivity in assessment, different types of assessments across many times of administration need to be sustained in order to reach consistent results. This consistency can be used to indicate that the assessment is reliable and valid and subjectivity can be controlled.

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UNIVERSITY EFL LEARNERS' SIZE OF RECEPTIVE ENGLISH

Boniesta Zulandha Melani
Muhamad Isnaini
Lalu Ali Wardhana
s4148326@student.uq.edu.au

University of Mataram
Jalan Majapahit No. 62, Mataram

Abstract

Vocabulary learning often becomes a constraint when learning a second language (Meara, 1982), and yet many English language learners have failed to learn the required amount of vocabulary stated by the National curriculum (Quinn, 1968; Nation, 1974; Nurweni & Read, 1999). No data to date has reported university EFL learners' vocabulary size in West Nusa Tenggara. This study tries to measure the first semester students' receptive vocabulary size of English words after learning the subject for at least six years in high school. Using vocabulary level tests designed by Schmitt, Schmitt and Clapham (in Nation, 1990), this study tested 95 university students registered in English language program and found the result that is not far different from results reported from other places in Indonesia. Considering that high school graduates are expected to master 4000 words, including 1500 words in Junior High School (National Curriculum of 1974 and 1984), the levels of students' receptive vocabulary size of 2000 words (53,19%) and 3000 words (48,62%) are unlikely to meet this expectation. Although that is the case, the students show high receptive knowledge of academic vocabulary (54,52%). Estimation of the students' receptive size shows that there is an improvement of L2 learners' vocabulary knowledge as compared to the previous studies' findings.

Keywords: Receptive vocabulary, size, EFL Learners

1 INTRODUCTION

Vocabulary learning often becomes a constraint when learning a second language (Meara, 1982). Not only because vocabulary knowledge is central in learning a language, but also because vocabulary learning is unlikely to be the main concern in many language classrooms. In Indonesia, many ESL learners have been reported failed to master the required number of vocabulary that is targeted by the national curriculum. Based on the 1975 and 1984 curriculum, students are expected to learn 4000 words in senior high school, which includes the 1500 learned in Junior high school. As a result, school graduates should minimally acquire 4000–5000 English words by the time they entering university.

Unfortunately, several studies conducted in some different places in the country have documented unsatisfied results on this issue. A study carried out by Quinn (1968) at

a university-level institution in Salatiga, Central Java, found that on average the students had mastered less than 1000 of the most frequent English words in a translation test of General Service List (West, 1953) after six years of study in high school (junior and senior high school). Another study performed by Nation (1974) to diagnose the Indonesian students' reading problems, estimated that students' average recognition vocabulary was about 600 words. It was discovered that many basic vocabulary items such as pronouns, days of the week, numbers and high-frequency verbs were not known. More recently, study conducted by Nurweni and Read (1999) on Indonesian first year university students at University of Lampung estimated that their average vocabulary size was 1226 words, far from the prescribed target in the national curriculum. Through the use of a pre-test edited by Nation (1984), they found that students knew only 30% of subtechnical vocabulary that frequently occurred in academic texts. In addition, their English vocabulary is still estimated to be below 4000 words, an amount that they need to have been acquired in senior high school level.

Based on the results of these previous studies, it can be argued that Many Indonesian English as a Foreign Language (EFL) learners are still have isuue regarding their acquisition of English words. In fact, most of them in general are still suffered with insufficient knowledge of English vocabulary. Yet, having sufficient amount of vocabulary is imperative for second language learning, especially due to the fact that the knowledge of vocabulary is known to be central in the development of language skills (reading, listening, speaking and writing). In reading for example, having adequate vocabulary knowledge is one of the main element needed to comprehend reading text. Nation (1990) maintains that English language learners need to have at least 3000 of the most frequent productive vocabulary in order to be able to cope with reading materials at university level. According to Laufer (1992), it is estimated that knowing an amount of approximately 5000 words is the same as having the knowledge of about 95% of the most frequent words appeared in reading text. Sutarsyah et. al (1994) also come up with the same estimation, where English language learners need to know around 4000 to 5000 words in order to understand Economic text book written in English.

Especially at tertiary level of education, Indonesian students are expected to be able to cope with an abundant amount of English written material. Most of the literature such as books and scientific materials are written in English (Nababan (1991). It is estimated that more than half of the literature in university libraries in Indonesia are written in English. In a survey conducted at the Hasanuddin University Library, Coleman (1988) discovered that more than 80% of the books were written in English. In line with this, if we look at the Curriculum for English Departments of Teacher Training Faculties (Depdikbud-Departemen of Education and Culture, 1991), it was found that of the 119 suggested references, only one is written in Indonesian, two are in both Indonesian and English, and the rest were all in English. Although the proportion of English language texts may not be so high for other subjects, Indonesian students should have adequate English vocabulary to support their reading in order to be able to undertake their studies successfully.

Therefore, more studies in this area are still crucial to be implemented. Besides, it is also important to mention the need for having sufficient knowledge of English words considering that the knowledge of vocabulary can .No data to date has reported university EFL learners' vocabulary size in West Nusa Tenggara. This study tries to measure the first semester students' receptive vocabulary size of English words after learning the subject for at least six years in high school. Using vocabulary level tests designed by Schmitt, Schmitt and Clapham (in Nation, 1990), this study can estimate the success of high school graduates in achieving the amount of vocabulary targeted by the national

curriculum in Indonesia, while at the same time estimating the students' size of receptive and academic vocabulary in order to deal with the academic reading load at tertiary education level.

2   METHOD

This study used Vocabulary Size Test B designed by Schmitt, Schmitt & Clapham (in Nation, 1990). The test consists of five different level of Vocabulary size test of 2000 words, 3000 words, 5000 words, 10.000 words, and Academic vocabulary. The original test divided into two part of Receptive Vocabulary Test and Productive Vocabulary Test. However, this study focuses only on Receptive Vocabulary, as the objective of the study is to measure students' size of English receptive vocabulary.

95 first semester university students (English program) got involved in this study, representing approximately 180 of the population of the first semesters in 2011/2012. The samples come from two classes of English program regular morning class, and 2 classes of English program regular afternoon class. All respondents are Indonesian EFL learners, who have learnt English for at least 6 years in Junior High School and Senior High School as part of the core subject in the school curriculum. They were given receptive vocabulary level Test of 2000 words, 3000 words, 5000 words, 10.000 words, and Academic vocabulary designed by Schmitt, Schmitt and Clapham (in Nation 1990). The researcher allocated a certain amount of time to respond on the tests and guided the students in responding the questionnaire.

The researchers co-assisted the students in responding on the test to avoid misunderstanding on the test item and make sure that they understand the way the test should be responded. The respondents might leave blank the test item that they could not answered, as this would not reduce their scores. Students were given 1 (one) score for correct answer of each level test. Because the students were tested on five different level of Test (2000, 3000, 5000, 10.000, and Academic Vocabulary), there are five final calculations for each level of test. These scores are then changed into percentages and are considered as the total size of the students' vocabulary size. Finally, the percentages of the subjects' receptive vocabulary knowledge are estimated into numbers in order to find out the approximate amount of receptive English word known by university students.

3   FINDINGS AND DISCUSSION

By using Vocabulary Size Test B designed by Schmitt, Schmitt & Clapham (in Nation, 1990), this study found that the students know approximately only some of the words from the test list. For every word level test, none of the student know all of the words from any of the test level. The students' size of receptive English words is estimated to be 53.19% for the 2000 word category, 43.62% for the 3000 word category, 27.28% for the 5000 word category, and decreasing to 7.99% for the 10.000 word category. A comparison of the test result shows that the students know the 2000 word list the most than the word list from the 3000, 5000, or 10000 categories. It can be seen that, the total percentage of every test level is decreasing as the test level goes up. However, their receptive size of Academic Vocabulary is quite high, for about 54.52% of the words from the list. It can be said that the students' size of academic English vocabulary is the highest compared to all of the categories (see Table 1).

Considering that there is two groups of university beginners take parts in this research, the data from Table 2 shows different measurement of receptive English words known by these two groups of students. It is recorded that, the students from the morning

regular classes know words from the 2000 category for about 58.8%, which is 11.3% higher than the amount of words receptively known by the students in the afternoon regular classes. The difference in percentages is also found in other word level categories of 3000, 5000, and 10000-word list. Students from the morning regular classes know more receptive English words than those come from the afternoon regular classes.

Quantitative analysis of the tests reveals that less than 50% of the students' receptive English knowledge at almost every test level but 2000 words and academic words. Table 3 shows the estimation of the total words known by the participants. It could be estimated that the students receptive vocabulary test of the 2000 words is around 53.19% (1064 words), of the 3000 words is around 43.62% (1309 words), of the 5000 words is around 27.28%, (1364 words) of the 10000 words is around 7.99% (799 words), and of the academic vocabulary is around 54.52%. Students show pretty high receptive knowledge of academic vocabulary, where those registered in the morning regular classes showed higher knowledge at every vocabulary level test than those registered in the afternoon regular classes. This proves that academic words are given more attention in language class, and that English language learning at High School levels are more oriented on academic words.

Table 1 Percentages of Students' Receptive Vocabulary Size

Vocabulary Level Test	Percentage
2,000 WORD LEVEL (30)	**53,19%**
3,000 WORD LEVEL (30)	**43,62%**
5,000 WORD LEVEL (30)	**27,28%**
1,0000 WORD LEVEL (30)	**7,99%**
ACADEMIC VOC. (36)	**54,52%**

Table 2. Receptive vocabulary knowledge of regular morning and afternoon classes

Vocabulary Level Test	Regular morning (x)	Regular afternoon (y)	x-y
	%	**%**	**%**
2,000 WORD LEVEL (30)	**58.8**	**47.5**	**11,3**
3,000 WORD LEVEL (30)	**47.3**	**39.9**	**7,45**
5,000 WORD LEVEL (30)	**32.1**	**22.3**	**9,81**
10,000 WORD LEVEL (30)	**9.43**	**6.52**	**2,91**
ACADEMIC VOC. (36)	**60.7**	**48.2**	**12,5**

Table 3 Estimation of Students' Receptive Vocabulary Size

Vocabulary Level Test	%	Total words estimated
2,000 WORD LEVEL (30)	**53.19%**	**1064**
3,000 WORD LEVEL (30)	**43.62%**	**1309**
5,000 WORD LEVEL (30)	**27.28%**	**1364**
10,000 WORD LEVEL (30)	**7.99%**	**799**

3.1 Estimation of high school graduates' receptive vocabulary size

The data found that first semester university students, who have just finished high school, are estimated to have less than 60% receptive knowledge of the first 2000 English words. On the other words, the students know more than a half of the words in the first 2000 word list. The students' receptive vocabulary knowledge for other levels are even much lesser than this number. All of the students' receptive word knowledge on the 3000, 5000, or even 10000-word level are estimated below 50%. In addition, none of the participants reported to know all of the word from any of the word level list, not even the first 2000 word list (see Table 1 and 2).

The data from this study, however, show students' lack of vocabulary knowledge as expected by the National Curriculum. In fact, the students' acquisition of English receptive vocabulary is still lower than the amount expected by the National curriculum. The national curriculum expects that high school graduates in Indonesia have known around 4000 words when they graduate from high school. In this study, however, after six years of study in Junior and Senior High Schools, it is estimated that first semester university students know less than 50% of the words the 3000 word category. Even for the 2000 words, that was expected to be fully acquired in Junior High School, students were estimated to know only 59.6 % of them, showing many words still unknown by the target learners.

This finding also provides evidence for the lack of Indonesian EFL learners' English vocabulary knowledge, as have been documented in several earlier studies (Quinn, 1968; Nation, 1974; Nurweni & Read, 1999) in some different places across the nation. In diagnosing students reading problem in a university in Salatiga (Central Java), Quinn (1968) found an average of students' English words of less than 1000 words after approximately 6 years of study in junior and senior high school. Subjects in the present study also come from quite similar group of first semester university students, who have also learned English for about six years in high schools. When subjects in Quinn's (1968) were reported to approximately know less that 1000 words, subjects in this study are estimated to know 1064 of the 2000 receptive words. Findings from the two studies are not far different, due to the fact that Quinn's (1068) study used translation test, a test that might also cover productive vocabulary knowledge. Ironically, after more than 40 years, high school graduates still cannot reach the curriculum target, and yet very little improvement of English word knowledge is documented by looking at findings from the two studies.

More recent studies on first year university students in Lampung by Nurweni and Read (1999) come up with final estimation of 1226 English words known by the students enrolled in the Faculty of Agriculture. Although this number is also far from the targeted number of 4000 words for high school graduates, first semester university students in study were reported to know words than first semester university students from the present study. Yet, productive vocabulary knowledge was also involved in Nurweni and Read's (1999). Observing the results found from the three studies, Quinn (1968), Nurweni and Read (1999), and the present study, it can be argued that high school graduates are failed to reach the vocabulary size targeted by the national curriculum, and the failure is still high. Although few difference in number are found, there are not significant and therefore cannot be seen as a major improvement. This is a big issue dealing with English foreign language learning in Indonesian education that needs to work out.

Another information needs to be noted here, is that respondents in this study were sampled from two different regular classes (two classes from the morning regular, and two classes from the afternoon regular). Finding reveals that students from different

group outperformed those from the other. Students from morning regular classes are estimated to have more size of receptive English words than students from the afternoon classes. The highest difference of percentage is found in the size of their first 2000 words. Although the amount of differences are not as high as the 2000 word's, different percentages are observed in every word level test (3000, 5000, and 10000-word). Knowing the fact that subjects in this study enrolled in English department to specifically learn English as a foreign language in a university in West Nusa Tenggara, it is necessary to consider that different finding may be found in different contexts, in different areas in Indonesia.

Comparison to the previous findings however, shows that Indonesian EFL learners learn slightly higher number of receptive vocabulary knowledge from time to time. Although the increase is still below the expectation, this proves an improvement of the quality of vocabulary learning in Indonesian schools. Therefore, more attention towards English vocabulary learning and research are still needed in the future.

3.2 Receptive Vocabulary Knowledge of Academic Words

This result is quite different on the students' receptive knowledge of academic vocabulary. From the 36 words from the academic vocabulary list, the students are documented to averagely know more than 50% of the total words. The fact that tertiary students know approximately more that 50% of the receptive knowledge of academic words may academically benefit them to access more learning resources written in English. It is estimated that more than half of the scientific materials available for tertiary education in Indonesia university libraries are written in English (Nababan, 1991). A survey at Hasanuddin University (Coleman, 1988) found more that 80% of book collections were written in English. Besides, looking at the curriculum for the English Language Program at the teaching faculty (Depdikbud, 1991), it was found that of the 119 suggested referrences, there is only one written in Bahasa Indonesia. Although this may not be the case for other major of studies, academic vocabulary knowledge certainly helps students to access more reading materials.

In terms of the ability for the students to comprehend reading materials, Nation (1990) maintains that English language learners need to have at least 3000 of the most frequent productive vocabulary in order to be able to cope with reading materials at tertiary level. In line with this, the current study does not focus on productive vocabulary, but on receptive vocabulary. Nevertheless, the size of receptive English words known by tertiary EFL learners in this study is found to be around 1064 of the first 2000 English words. This number is less than a half of the amount of vocabulary size needed for reading comprehension suggested by Nation (1990). Therefore, this finding informs that by knowing the amount of English words, university EFL learners in this study will have problem in comprehending reading materials at university level. Yet, students in this study are those enrolled in English language program, a program where most of the learning resources are written in English. This is an issue that needs to be considered by language practitioners as well as educators at tertiary level in general and at English department program in particular.

4   CONCLUSIONS AND SUGGESTIONS

From the above discussion, it can be concluded that the students receptive size of English vocabulary is still estimated to be below the targetted number set by the national curriculum. Although students' receptive vocabulary knowledge in general is still far lower than the expected number, this study finds that the students knowledge of academic

vocabulary is quite high, even higher that the estimation for the receptive knowledge of the 3000 words. Comparison with the findings from previous studies documented throughout Indonesia, shows very little increase on the amount of vocabulary knowledge of high school graduates from time to time. In addition, due to the fact that many reading resources at university level are mostly written in Englis, the learners' size of receptive vocabulary is still inadequate to help them comprehending English reading texts at this level of education. These findings shows that there is still limitation on the learning of English vocabulary in Indonesia, and that more attention toward English word learning is imperative to improve the resultt of English vocabulary learning in Indonesia.

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STUDENTS DISCOURSE COMPETENCE IN WRITTEN LANGUAGE: HOW PROBLEMATIC?

Hermawati Syarif

hermawati_sy@ yahoo.com

Universitas Negeri Padang

Abstract

The paper aims to discuss the problematic discourse elements on students' sentences on their written text and how they influence students' comprehension in writing it. All the data obtained from students' writing were analyzed and discussed based on the determined parameters. The findings show that using discourse components, namely,text design,thematic organization, cohesion and coherence, as well as register appear with the problems in their written language production. As a matter of fact, English education students have the problems with lack of background knowledge and language mastery.Thoseproblems influence very much their comprehension about the topics being written. Due to their lack discourse competence, students could not write the argumentative text well.

Keywords: discourse competence, text design, thematic organization, register, cohesion and coherence

1   INTRODUCTION

Since the focus of teaching English as a foreign language ison the use (of students'own real life in a certain functions), the demands to have a good ability cannot be ignored. So, the function and the context of the language is one of the determinant factors that gives significant impact to the quality of language produced.

It is clear that any communication involves the function and the textual elements that lead to the interpretation of meaning. It intends to make language users able to produce texts that are understood by receivers. In relation to this, Wodak & Ludwig (1999) claims that language "manifests social processes and interaction" and "constitutes" those processes as well. Because of that, the context in which the language used can be analyzed from several perspectives, such as textual, social and psychological context.

Using the same expression of language in two different contexts may lead to different interpretations. Thus,language functions and context as a part of the essential requirements should be considered. Due to the idea, the main requirements of higher education curriculum 2013 (*KKNI-based*) is concerned with not only the grammatical competence as a part but also discourse competence for all the skills included, as a higher level of grammatical ability (see Purpura, 2004).

There are many aspects the students should be able to notice while applyingdiscourse competence, that is, thematic organization, cohesive and coherence, logical ordering, style and register, theoretical effectiveness and the co-operative principle.

However, improving students' competence to use appropriate English in the classroom is not an easy work. From the product of students' writing in writing class,itindicates that students ability to use the appropriate language by involving all components of discourse competence has not been achieved yet. Ithappens on students at English department of undergraduate programs,State University of Padang, especially in written production.

In my previous study, on grammatical interference of English department students in writing (Syarif, 2013), it was found that the determined factors -- syntactical, morphological and lexical elements were problematic, and mostly in syntactical element to the English language use. There are many problems as the causes of interference. One is the intertwined problems in which more cases of linguistic elements found in a single sentence or writing, make the interference more complicated.

From the phenomena pictured outon both empherical data, grammatical interference, and discourse competence of students (shown from their daily writing task) atthe English department of undergraduate program State University of Padang are still problematic. There is a need to investigate deeply the problems of their discourse competence.

The focus of discussion is the common facets in discourse elements that contribute to students' failure in acquiring the discourse competence of the language they used. It deals with students' written language concerning their performance in producing text. Thus, the purpose is to find outhow problematic the discourse components that contribute to the lack of students' discourse competence on their written language production.

Discourse competence, according to the Council of Europe in Common European Framework of Reference for Language (2001), is categorized into topic/focus, given/new, natural sequencing, cause/effect, and ability to structure and manage discourse in terms of thematic organization, coherence and cohesion, logical ordering, style and register, rhetorical effectiveness, the co-operative principle. As it works in the language production, discource competence is placed in a position where linguistic, sociolinguistic, psychological and other competencies shape it. It takes the specific context and helps the language users produce and understand the sentences or utterances.

Then, in using a language (English), what the user should think is the structure of the utterance, the organization of text, the typical patterns of interactions, as well as the word choice, or anything about the rules of the language. The relationship of the language with the world, such as considering the culture and society should be considered as the characteristics of discourse.

The criteria in which spoken and written language can be considered as a discourse is given by deBeaugrande (1981). He claims that a discourse needs to have cohesion, coherence, intentionality, acceptability, informativeness, situationality, and intertextuality. Discourse competence, then, is in relation to the ability or competence to comprehend, develop and produce the language in forms of text with such appropriate criteria mentioned to combine ideas. The ability covers any spoken or written language used to express idea, thought, or information in order to create communication.

In teaching English as a foreign language, a teacher should consider not only the grammatical competence, but also the discourse competence. In details, McCarty (1991) suggests to facilitate students in learning English not merely with the linguistics elements, but also with developing their knowledge about the use of language in either written and oral text, with the appropriate cohesion, coherence and rhetorical organization to combine ideas. It is then clear that the discourse plays an important role in building a comprehensible meaning of a text.

Written discourse competence, particularly, is related to the competence dealingwith how language producers understand and able to create and produce such comprehensible language by considering the cohesion, coherence and many other factors building it. The factors should be suited to the certain types of written discourse. Thus, this competence needs specification in learning and teaching English as a foreign language.

2   METHOD

Discourse analysis design is used, in which the data analysed are authentic and have different version of reality (see Heigham, at al. (2009:242-247) and Litosseliti at el. (2010: 124-126). This is an analysis is on building a complex, holistic picture of reports on detailed views of informants in a natural setting(see Heigham, at al. (2009:242-247) and Litosseliti at el. (2010: 124-126). The sources of the data were the production of students' writing, namely the *backgroundof the problem* of their intended paper.

The determined parameters are (1) text design and rhetorical effectiveness, (2) thematic development (organizaton), (3) cohesion and and coherence, and (4) register re, in which the score of each is 25% for the appropriate use. The score of each writing product wis categoryzed into 5 to know the students' comprehension on the topic written, (UNP norm for the judgment of students success, 2010), namely: very good (81%-100%), good (66%-80%), adequate (56%-65%), poor (41%-55%), and very poor (0%-40%).

3   FINDINGS AND DISCUSSION

The cases discussed from the findings of the research are the most problematic aspects of discourse components that contribute to the lack of English students' discourse competence faced in their written language production. It deals with the text design, thematic development, cohesion and coherence, and register. Each of the parameters is discussed based on the results of the knowledge of the design convention in the community; and the ability of English students to structure and manage the discourse, consisting of the elements determined in the written text.

a)   **Text design of students' writing**

In *text design*, there were two problems gained,namely in building the case up; and laying out, signposting and sequencing any ideas on the writing. The fact shows that in the component of building up the case,most of their writings were without *problem(s)* that should be solved. In a sample of writing, as an instance, the writer only focuses on the theoretical aspects on the background of the problempart (*based on the topic written,* that is *the implementation of communicative approach*), and ignoring the real case faced in the field. It has made the writing weak since the case may not be sharply built up. In other words, the paper does not have a strong foundation to expand the background of the problem into a text. The paragraphs did not display the problems that were faced by the teachers or students during the implementation of communicative approach. In fact, the datummay have a good argumentation to be expanded if it is supported by the problems dealing with *traditional approach,not using communicative approach*, such as *the inability of the teachers to use an appropriate technique or materials*.

Each of the problems gives significant impact of the whole text and weakens the importance of the text. Building up the case, especially in expository text, is the main key to develop a good text. Since the students were supposed to write a *background of the*

problem for a paper, *the case* should be the basic step to write the text, in which the layout of the text should follow the general components of the text design. As the cope of their writing, *communicative approach*should be seen as one of the approaches in teaching EFL. The text, then, should contain at least aims and problems in teaching EFL, the general concept of communicative approach as a solution for the problems, and the purpose of the writing, which is to explore the functions of communicative approach for teaching EFL.

Besides, blurred ideas of the paragraph written showed insenquance and did not clearly express thesis statement needed as a signpost. The text was not provided with thesis statement or purpose of the writing. Hence, it does not contain the most important component that gives main points about the content of the whole text. In other words, general clues of the whole text content did not emerge in the text for steering the other elements.

The casemay be caused by their lack practices in critical thinking application. Indeed, the interpretation of the argument and evaluation of the text as the indicators of critical thinking are required by good readers in order to write (Paul,2006; Duncan, 2010). The similar problem also occured inSyarif's (2012) previous study, picturing out that students did not read much (intensively) for their writing. Their writing of paraphrasing, reviewing and summarizing appeared unsatisfying.

In relation to sequencing, students' writings weremostlyfound withoutconcluding statement in the last paragraph as the focus of the paper. The way the writer in ending the background is frequently by explaining *what communicative language teaching is*. It is seen in a sample of the datum below:

Datum 3
(last paragraph)

A good approach that can be caused in teaching English is communicative approach. It is an approach to language teaching that emphasizes interaction to the students, so the students are also as a participant in learning English. The students will feel learning English as a fun way to be learn. The students also become active in the class.

The datum above shows that the students did not provide any thesisrestatement or purpose of the text. The text was ended by providing writer's opinion related to *advantages of communicative approach for students*; *how they will feel enjoy in studying*. There is no link between those advantages and the reason why the paper discusses *communicative approach* as the topic in this paper. The writer cannot convince the readers why the text should be categorized important for them without his concluding statement. Similarly, the thesis statement is the most important part in the expositary essay since it leads readers to the importance of the text. The data may be probably cured by providing the thesis restatement as follow:

One of the ways to solve the problems above is by applying communicative approach. It is an approach to language teaching that emphasizes interaction as both the means and the ultimate goals of study…. (Explain it more). Thus, the paper discusses how to implement the communicative approach in teaching and learning process.

As a whole, the arrangement of the sentences in sequence for the coherent stretches of language were not obviously seen in the English students' writing product.

The logical flow of ideas in their writings was seemingly restricted by their backgound and language knowledge. Based on the whoe data, the category of the students' competence in producing text design is in the level of *adequate*. This assumption is corresponding to the approach saying that the intertextuality of language production, or the relation of the outside of the text to the text has very essential role in determining the fluency of the language discourse competence users (see Fairclough 2003). As a matter of fact, English undergraduate students, as the advanced learners, have already finished all writing subjects, and they are supposed to be ready to write final project (either paper or thesis). It means producing well-arranged written discourse (an argumentative text) is the goal.

b) **Thematic development (organization) of students' writing**

The next discourse seen is the ability of English students to structure and manage the discourse, consisting of the elements determined in the written text. It is discussed with the scope ofthematic development (organization). It refers to process of developing the ideas into a systematic and well-arrangement of text.

There were 4 problems on students' expository writing concerning thematic development; (1) they cannot give elaborate descriptions and narratives, integrating sub-themes, developingparticular points and rounding off with an appropriate conclusion, (2)cannot develop a clear description or narrative, expanding and supporting his/her main pointswith relevant supporting detail and examples,(3) cannot reasonably fluently relate a straightforward narrative or description as a linearsequence of points, (4) cannot describe something in a simple list of points. Each of the problems is explained below.

The first problem in thematic development is elaborating ideas, integrating sub-themes, developingparticular points and rounding off with an appropriate conclusion. One of the problems that appear on students' writing is lack of ability in elaborating the ideas and related it in a logical description.

The paragraphs do not give detail explanation about the main idea for each paragraph. In one datum, the paragraphs discuss about *process of acquiring language*. However, it does not contain any stages of acquiring the language as the main idea proposed. There is only one sentence that supports the main idea of the former paragraph and 2 sentences in the next paragraph. While, the main idea has a general conception that should be elaborated and described in a more detail explanation. Besides, the paragraphs were not elaborated by sufficient supporting sentences.

The second point is developing a clear description, expanding and supporting the main pointswith relevant supporting details and examples. Although some students' writings have been provided with such explanation to support their main ideas, some did not showthe relevant details or examples. Supporting sentences and examples written were quite away from the main idea.Instead, *the communicative approach* as te main poitshould have been generated by giving examples and more relevant explanation.

In conclusion of thematic development, most of the writing products were in *poor* category. There were lack of elaboration of ideas, integrating sub-themes, development of particular points, and ending it with conclusion.Since one is linked to other points, each of those problems cannot be separated each other. Those problems influence the efficiency of their writing production. The way of students' thinking in relating one idea to another idea shows their language incompetence. As a matter of fact, this competence is required for developing the theme of the text in discourse written (see Van Dijk, 1997). This case is also seen in Syarif's (2010) investigation on the students writing of discussion of the thesis, in which lack knowledge of linguistic components leads to their broken ideas.

c) **Cohesion and coherence of students' writing**

Next is related to the cohesiveness and coherence in students'writing. It is analyzed that most of the writing products have the problems on using almost all types of cohesive devices as well as coherence. The problematic use of cohesive devices are on lexical cohesion, substitution, ellipsis, reference and connective as the parameters of cohessiveness of the text written; and the unity of sentences (fitting all elements together logically) as the main characteristics of coherence. The suitability of using cohesionwas not really pictured out in their use.The problem ofusing wordswhich have different meaning or sense (in lexical cohesion) is seeen in many sentences.These problems make the idea of the discourse not be caught clearly. In the parameter of cohesion and cohenrence, students' competenece is in the *poor* category

Becausethe unified ideas could hardly be understood, it indicates that the cases in which the rules of cohesion and coherence have been noted by Doolay and Levinsohn(2000) were not applied. Their statements indicates that the meaningful ties of sentences of a text without linguistic means (coherence) or with linguistic means (cohesive devices) show the linkage of the ideas in the texture of the text. The profile of the written products with the problems of reference may be caused by the lack competence of the effect of lack competence on grammar can be regarded as the cause. As Ostler, Emmit and Pollock (1992:101) claim that *grammar* refers to the basic rule that explains the way the language works, not *determines* the habit of using the language. In addition, it may also be caused by their knowledge on the content on the problem of the problem in expository text that leads them to the use of meaningless text. It is in line with Hammer (2002) opinionthat almost every language has different grammar rules; then, the understanding of the users influences their writing product.

d) **Register of students' writing**

The problem of *register*on students' writings are discussed based on 3 main parameters analyzed. The degree of formality of the language used and the amount of attitude / evaluation expressed by the text-producer are more problematic than the other one. The use of first (*I*) and third (*the writer*) person singular to place the writer as the central position in the text seems to be common,using contraction (such as *won't*) and abbreviation is commonly found in thetext. The frequent use of indefinite qauntifiers or adverbs is also found in students' writings, such as*some, several,* and *many*which indicates uncertainty or doubt. Ideally, the explanation should be more specific by having definite quantification (quantifiers), such as *two, four,* and *two*. It is seeen that this element is in th very poor category.

For the sake of formality in scientific writing, and to avoid positing himself as the center of ideas, it should have been expressed in passive voice. In the case of datum 10, *SHS* as the abrreviation of *senior high school* impacts the degree of formality of the language used. Albeit they are not very obliged to avoid, the degree of formality in language use has been reduced since the text written is an argumentative one. Corresponding to this, Eggins, in Van Dijk, Ed. (1997) asserts that in register and gender (G&R) analysis, more technical text needs more formality in language use.

Generally, the degree of formality of the language used is related to the choice of words used by the writer; how the writer positions himself on the text written. In a more specific point, the degree of formality of language used is elaborated by 3 main points; thematic position, use of contraction and idioms, level of nominalization, and use of action verb (see Van Dijk, 1997).

4   CONCLUSION AND SUGGESTION

This study draws deeper insight in discourse comptenece of students writing of the argumentative text. It is concluded that all parametersof discourse competencepredeterminedare highly problematic that contribute to the lack of English students' discourse competence on their written language production. Eventhough it is not very much different, the component of register seemsmuch more problematic for the English education students compared to others. However, in developing discourse components, the students still have low competence.

The problems ofstudents' discourse competence in written language influence their comprehension about the topic being written very much. Not aware of the existence of rules od a discourse makes their writing worse. It is clear that the performance of language used is the reflection of their low competence in mastering the language rules in discourse.

It is suggestedthat the subjects of discourse and (academic) writings be provided with the instructional plans with more activities related to student's self enrichment of knowledge on the   content (ideas) and discourse competence in simultaneous way. Strengthening the cross cultural knowledge in the instruction is needed to be put into account in the subject of *Cross Cultural Understanding*.

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SELF ASSESSMENT FOR CHARACTER EDUCATION, DOES IT WORK?

Prof. Dr. Putu Kerti Nitiasih, M.A.
titiekjegeg@gmail.com

Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
mahayantisurya@yahoo.co.id

Ganesha University of Education

Abstract

The teaching and learning at school should be conducted with the orientation to improve the students' ability and at the same time to develop their character. A series of efforts is needed to create the teaching and learning process which is quality and character oriented. The development of teaching and learning can be conducted through three implementation channels of character education: teaching materials, teaching and learning model, and authentic assessment. Self assessment as one kind of authentic assessment is the most important channel as the use of authentic assessment will include the selection of the teaching materials and the teaching and learning model. Self assessment guides the teaching and learning through the creation of various learning activities carried out by the students during the teaching and learning process which contains character values. Self assessment encourages students' involvement and responsibility and to reflect on their role and contribution to the process of learning as well as shows the indicators of the students' character development. Based on these facts, the use of self assessment will contribute to the improvement of the students' ability and their character development.

Keywords: self assessment, character education

1   INTRODUCTION

Curriculum is the essential part in the educational system in every country. Dewi, Budiono, &Prastiwi (2013) Stated that curriculum is a set of plan and rules about objectives, content, and material in learning and also the strategy as the basis of the teaching and learning process in order to achieve the particular education objectives (PPNo. 19 Th. 2005). In Indonesia, it is known that curriculum has canged for 11 times because of several reasons. The development of curriculum can be done as an effort to improve the quality of eduation. The newest curriculum implemented in Indonesia is curriculum 2013. This curriculum is an educational innovation as a response to the global development in order to build good quality of human resources which can fullfil the global requirement (Kemdikbud, 2013).Curriculum 2013 has a purpose to prepare Indonesian people to have life quality as and individual and civilian with religion,

productivity, creativity, innovation, and affectivity and also can give contribution to the civilization (Permendikbud No. 68,69, and 70 Th. 2013).

Nurgiyantoro (2008) in Mopana (2014) stated that the development of curriculum is in line with assessment because assessment is the way to know the students' achievement which has direct relation with the curriculum. Assessment components are believed providing the real impact for the success of student learning. Because of that reason, assessment is placed in the important position in learning activity series. Forms and techniques of assessment give essentials effect to the learning process, how teachers teach, and how students learn, and both the foms and techniques of assessment determine outcomes competence (Nurgiyantoro, 2008 in Mopana, 2014). It is why, in accordance with the development of curriculum in Indonesia, then assessment should be developed too as the evolvement of curriculum exist.

Assessment becomes one of the important points of the series of learning process. As stated in the Permendikbud No. 16 Th. 2007 that one of the indicators of teachers' pedagogical competence is organizing the assessment and evaluation of the learning processes and outcomes. The indicators are described in more detail as: teacher determines aspects of the learning processes and outcomes that are important to be assessed and evaluated in accordance with the characteristics of the subjects, determines the assessment and evaluation procedure of the learning processes and outcomes, develops assessment and evaluation instruments of learning outcomes as well as processes and analyzes the results of the assessment in learning process and outcomes for a variety of purpose.

The implementation of student learning outcomes assessment includes cognitive, affective, and psycomotor domain in a balanced way. It is in line with the statement in Permendikbud No. 66 Th. 2013 about Education Assessment Standards. The changing of evaluation standard in curriculum 2013 also gives impact to the changing of assessment system conducted by teachers. Nowadays, teachers who used to collect scores from the cognitive domain only, need to give attention to the affective and psychomotor domain assessment too. It is in line with the statement of Mulyasa (2013) who stated that the implementation of curriculum 2013 has close relation with character and competency based of education in which the assessment should be done in all domain and continouslly to be able to give correct decision related with the outcomes of students' learning.

As one of the domains that should be consider in education based on the implementation of curriculum 2013, affective domain, which has close relation with character education, could not be neglected. In'Rencana Aksi Nasional Pendidikan Karakter' Kemdiknas (2010) stated that character education is moral education with purpose to develop the ability of school community to give good and bad decision, maintain good things and realize the goodness in daily life. Based on that explanation, character education is not only about right and wrong, more than that, character education is efforts to instill good habit so that the students can do and act based on the norms that have been their personality. In other words, good character education should be included moral knowing, moral feeling, and moral action as the whole personality and attitude of the students.

In the copy of the Permendikbud, it is also explained that one of the affectivedomain assessment techniques is self-assessment.Self-assessment is an assessment technique where the students undertake a process to monitor and evaluate their own thoughts and actions when learning, and to identify strategies that can develop their understanding and skills (McMillan & Hearn, 2008). Self-assessment occurs when students assess their own competence then determine strategies for the improvement with

respect to the gap found between their capacity and competence expected. Self-assessment techniques can be done not only to assess the affective competence but also cognitive and psikomotor competence.

Self-assessment is a kind of assessment which gives place for individual to assess their own ability (reflective) in order to give chance to the students to know their mistakes and limitation in language use (lingustic) and discourse (non-linguistik) distrategy to improve their ability (Marhaeni & Artini, 2015). For example, in English speaking skill, self assessment can be conducted by giving simple rubric to be filled by the students after they finish their speaking task performance. That rubric can guide the students to assess their ability in pronoucation, fluency, grammatical, diction, as well as their confidance.

In connection with the process that occurs in the self-assessment, self-assessment then has a function as a formative assessment. The key components of formative assessment are the evidence of knowledge and understanding of the student, the feedback given to the students, and the changes to the way of teaching and how students learn(Cauley & McMillan, 2010). Self-assessment is an effective formative assessment because the information gathered not only from the point of view of the teacher only but in collaboration with students in assessing their own learning. It is not only until the assessment of their selves. The students are also involved in finding ways to develop themselves. Thus, students become more responsible with their own learning, increase academic engagement and motivation. Because self-assessments have a positive impact on the sustainability of learning, it is recommended that teachers improve the application of self assessment in learning activities.

1.1 CURRICULUM 2013

According to UU No. 20 of 2003, curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used as the implementation of learning activities to achieve specific educational goals. Curriculum 2013 is a new curriculum is being implemented in Indonesia. 2013 Curriculum development is a step up the development of competency-based curriculum that has been initiated in 2004 and 2006 SBC attitude of competence, knowledge, and skills in an integrated manner. According Mulyasa (2013), curriculum 2013 is a character-based curriculum and competencies are born as a response to the various criticisms of the curriculum in 2006 and in accordance with the development needs and the world of work. This is one of the government's efforts to achieve excellence in the mastery of the nation's community of science and technology as outlined in the policy of the State (Mulyasa: 2013).

Characteristics of the curriculum in 2013 based on a copy of the attachment Permendikbud No. 69 th. 2013 are: (1) Develop a balance between the spiritual and social development of attitudes, curiosity, creativities, and cooperation with intellectual and psychomotor abilities, (2) The school is part of a community that provides a planned learning experiences in which students apply what is learned in school to the community and benefit the community as a learning resource, (3) Develop attitudes, knowledge, and skills and apply them in various situations in the school community, (4) Member freely enough time to develop the attitudes, knowledge, and skills, (5) Competence expressed in terms of core competencies further specified class in basic competency subjects, (6) The core competence of organizing the class into elements (organizing elements) basic competence, where all the basic competencies and learning processes developed to achieve the stated competency in core competencies, (7) Basic competence is developed based on the accumulative principle, mutually reinforced and enriched between subjects and levels of education (horizontal and verbalorganization).

With the curriculum in 2013, the Indonesian people are expected to have the ability to live as individuals and citizens who believe, productive, creative, innovative, and affective and able to contribute to society, nation, state, and world civilization. In this case, the development of a curriculum focused on the establishment of competence and character of students, in the form of guided knowledge, skills, and which can be demonstrated the learners' attitude as a form of understanding of the concepts learned conceptually (Mulyasa 2013).

1.2 AUTHENTIC ASSESSMENT

Assessment has several objectives, not only for teachers but also for students. Arikunto (2009) explained that the purpose of the assessment for students is to be able to determine the extent in which the student is successfully following the process of learning given by the teacher. While for teachers, the assessment aims to provide information about students' mastery of the subject matter that has been taught which will lead the teachers to take further action in the next learning process. Race, Brown, and Brenda (2005) lists several common reasons for conducting assessment, including: guide students to check how well their development as learners, help students to learn from their mistakes and difficulties, classify the achievement of the students, allow students to describe themselves compared with their friens, and give feedback to teachers about teaching sustainability.

Authentic assessment is a nowadays assessment used because it has strong relevance to the scientific approach in accordance with the demands of the learning curriculum 2013. Tis kind of assessment is able to describe the learning outcome of students in order to observe, question, explore, experiment, build networks, and others (Kemendikbud, 2013). Authentic assessment can gradually change the role of teachers in the assessment, which was a teacher-centered classroom into a student-centered classroom, that is appropriate to the need of authentic assessment and the demands of the curriculum 2013 (Jacob, 2003 in Mopana, 2014) . It is also supported by statement that authentic assessment procedures are very effective when students and teachers work together in its development and implementation (Carin, 1997 in Mopana, 2014).

Authentic assessment teaches the students about a meaningful learning. Gulikers (2006) stated that authentic assessment stimulates the students to develop their skills and competencies that are relevant to working field. This kind of assessment can also be used to improve students' skills. It is in line with the statement from Mueller (2012) who said that authentic assessment is a form of assessment in which the students are given authentic taks in order to apply the knowledge and skills meaningfully. It is also supported by Wiggins (1990) who mentioned that authentic assessment is a problem-based learning that offer meaningful questions related with the real life and stimulate the students to implement their knowledge and skills. In accordance with those two experts, Burton (2011) stated that authentic assessment is a set of assessment that connects knowledge to practice immediately. In the authentic assessment, there are several techniques that can be done, skills assessment, product assessment, project assessment, portfolio assessment, self-assessment, peer assessment, written examinations, and observations.

1.3 SELF ASSESSMENT

Self-assessment is one example of an alternative assessmentthe assessment which is based on the authentic tasks that demonstrate the ability of students based on learning objectives, and processes that provide opportunities for students to assess their own learning and their friends (Mistar, 2011). Andrade & Valtcheva (2009) explained self-

assessment as a process of formative assessment where students reflect on the quality of their own work, compare the quality of their achievement with the criteria, and make improvements to the learning itself. The same thing was also stated by Wilson & Jan (1998) that self-assessment is an act to monitor the level of their own knowledge, learning, ability, thoughts, actions, and strategies used. Mistar (2011) mentioned that self-assessment gives a great opportunity to engage students in learning, make them recognize themselves, their competence, their way of thinking, the strategies that they have done, and further define the objectives to improve their learning in relation to the result of reflection. Thus, students can understand that making mistakes is part of the learning process.

Self-assessment requires reflective and metacognitive skills. Reflection is the act of making judgments about what has happened. While Metacognition is sensitivity and knowledge possessed of someone about the process of thinking itself and the strategies he has done, and his own ability to evaluate and regulate the process of thinking itself. Wilson & Jan (1998) stated that reflective and metacognitive skills applied in the implementation of self-assessment begins with a sensitivity to the process of thinking which is then evaluated (reflective skills) and eventually transformed into a self-regulating (metacognitive skills). Monitoring process, evaluating and identifying strategies for improvement are the three components that take place in the cycle and continuously in the process of self assessment.

Self-assessment can increase sensitivity of the students about their own learning, increase the goal orientation of the studentst hemselves, and provide lasting impacts on student autonomy. Students who are autonomous holds responsibility for all matters relating to learning that includes a goal to be achieved, techniques for achieving the goal as well as the monitoring of the achievement of the goal. Pierce stated that the self-assessment guides students to study independently under the assumption that the students themselves are the one who determine the extent of their development (Mistar, 2011). Schunk in Andrade & Valtcheva (2009) added that metacognitive skills that constitute the self-assessment skills have positive correlation in improving student achievement.

1.4 EFFECTIVENESS OF SELF ASSESSMENT

Some research shows that self-assessment does not stop at the development of attitudes and character only. The development of attitudes and characteras the affective competency ultimately affect the improvement of cognitive and psycomotor competencies. Literature research conducted by Farisi (2012) showed that self-assessment shows effective results in the development of students' character in a variety of contexts, field of study, institution, state, and level of education. The study also showed a positive response from the student toward the implementation of self assessment which is believed can increase the ranking, the quality of work, motivation and learning.

Experimental studies conducted by Birjandi (2010) shows that journal writing as a self-assessment technique can enhance Iran students' motivation in English lessons. Another qualitative studies conducted on Primary Education student at the University of Notre Dame, Australia showed that the use of Self and Peer Assessment for Learning can increase student autonomy, critical thinking skills, increase the reflection that ultimately have an impact on improving student academic engagement (Kearney, 2010).

Devianti (2014) in her research entitled '*Developing Self Assessment Instrument for Speaking Competency of Grade Eight Students of Junior High School*' shows that self assessment is an effective authentic assessment to be implemented in Junior High School especially in speaking class. The assessment developed got positif response from the students as well as the teacher. In order to know the improvement of the students'

speaking competency after the use of the self assessment developed, further research is needed to be conducted.

1.5 SOME STRATEGIES IN CONDUCTING SELF ASSESSMENT

Reflective and metacognitive skills, which are the important process, that are included in the self-assessment do not just happen automatically. These skills can be developed by providing special learning experience to students . Teachers play a very important role in developing these skills. Here are some strategies that teachers can do in the application of self-assessment.

(i)   Make the self-assessment being integrated with learning. Students are always given the opportunity to evaluate their performance after completing their learning (Race, Brown, & Smith, 2005).

(ii)   Make sure that the students understand the value of the self-assessment that is a formative assessment which is very useful to provide information about the progress of themselves and not to give figures on themselves (Andrada & Valtcheva, 2009). Formative assessment provides a tremendous opportunity for the implementation of self-assessment, which is not just checking the answers but the main thing is the process by which students monitor and evaluate their thinking and identifies strategies that can improve understanding (Cauley & McMillan, 2010).

(iii)   Provide clear criteria. Research that was conducted by Andrade & Valtcheva (2009) shows that the self-assessment using clear criteria, can improve students' learning achievement. Mcmillan & Hearn (2008) informs that providing assessment criteria through the rubric, scale of computation and others can help students understand the expectations concretely so it can increase students' achievement. Another way that can be done by the teacher to make the students having a clear criteria is to provide a list of skills that are expected along with the criteria and ask students to record their own progress (Wilson &Jan, 2008).

(iv)   Students, friends, and teachers work together in implementing self-assessment. Kearney (2010) lists the steps the application of self-assessment and peer assessment; 1. Students work together with teachers to develop assessment criteria, 2. Teachers give exemple on how to assess and based on the criteria or not based on the criteria, 3. Friend (peer) in cooperatively gives judgment on his team's work (the work was not named), 4. Students then assess their own works based on the assessment that they have done on their friends' work, 5. Teachers provide an assessment. These three assessments are then accumulated and followed by a discussion session to get feedback from friends and teachers.

(v)   Put the self-assessment in students' portfolios (Race, Brown &Smith, 2005). The portfolio is a collection of student works that aims to give an overview on the development of a specific time period. Self-assessment, teacher's comments and recording of students' progress can be parts of the contents of the portfolio (Wilson & Jan, 1998).

(vi)   Provide questions that can help the students to reflect on the work that has been completed. It is inevitable that the quality of the reflection has correlation with the quality of the questions provided. Therefore, the teachers play important role in providing driving questions.

(vii)   Make variations in the implementation of self-assessment (Wilson & Jan, 2008). Race, Brown & Smith (2005) suggested to use a self-assessment at different activities, for example, lecturing activities, turorial, art exhibitions and others. Here are some activities that can be used as example in developing self-assessment skills (Wilson & Jan, 2008):

- Know and Think, Learn and Think
  Students write or describe what they know and can do and what they think about the learning experience that will be conducted. After the learning taken place, students rewrite or redraw what they have learned and what they thing about their learning and then they can compare the results.
- Refelction Dice
  Provide a large dice in which on its each side is written the question. Students then sit in a circle and take turns throwing dice. Then they are asked to give an answer based on the questions written on the side of the dice in front of them. Questions can be like 'What have you learned', 'what help you learn', 'How do you prove that you have learned that', 'How do you feel about your task', 'what would you do at the next meeting to improve your learning', 'what you are proud of', etc. If necessary, the list of questions can be the specific questions on a topic that has been studied.
- Think, Pair, Share
  Provide a list of the question as yanng questions focused on thinking (like the questions the example above). Every student think about these questions and then share the results of the answer to one partner and then the teacher asks a representative of each partner to share the answer in front of the class
- Fast Reflection
  These activities can help students to develop speed in giving their idea in a short time (eg. 3 minutes). It would be more effective if carried out as often as possible. Reflection can be written in a workbook that is specifically marked for example; "Books for thinking", "Book of thought and discovery", "Book of Reflection" and others.

2   CONCLUSION

Curriculum 2013 requires teachers to apply self assessment in their teaching and learning activities. Self-assessment trains students' reflective and metacognitive skills, which become the Philosophy foundation of the curriculum 2013. The literature review and some studies also show that self-assessment have a positive impact on increasing student motivation and achievement. Therefore, the briefing for teachers in implementing self-assessment needs to be done and or improved. So that teachers have sufficient competence to perform the demands of the curriculum 2013.

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A QUASI-EXPERIMENTAL STUDY ON USING SHORT STORIES TO IMPROVE THE SPEAKING AND WRITING ACHIEVEMENTS OF THE UNDERGRADUATE STUDENTS OF URBAN AND REGIONAL PLANNING STUDY PROGRAM OF INDO GLOBAL MANDIRI UNIVERSITY

Jaya Nur Iman
jaya.nur.iman95@gmail..com

University of Indo Global Mandiri

Abstract

This research was conducted to find out whether or not using short stories significantly improve the speaking and writing achievements. A quasi-experimental study of non equivalent pretest- posttest control group design or comparison group design was used in this research. The population of this research was the all first semester undergraduate students ofurban and regional planning study program of Indo Global Mandiri University in the academic year of 2014/2015. Forty students were selected as the sample by using purposive sampling technique in which each group consisted of 20 students, respectively. The research was conducted for 14 meetings including the pretest and posttest. This researchwas primarily concerned on the quantitative data in the form of the students' speaking and writing scores. Rubrics were used to measure the students' speaking and writing achievements. The findings showed that (1) there was a significant improvement in speaking and writing achievements where t-obtained of speaking skill by using rubric was 16.110 (p<0.000)andt-obtained of writing skill by using rubric was 18.291 (p<0.000),(2) there was also a significant mean difference in speaking and writing achievements between the experimental and control groups were 4.533 (p<0.000) and 3.504 (p<0.000), (3) the aspect of speaking and writing skill gave high contribution on the students' speaking and writing achievements in the experimental group. The highest contribution of speaking skill aspect toward the speaking achievement was fluency. Meanwhilethe highest contribution of writing skill aspect toward the writing achievement was vocabulary. Hence, it could be concluded that using short stories significantly improve the students' speaking and writing achievements.

Keywords: short stories, speaking and writing achievement, quasi-experimental design

1   INTRODUCTION

Recently, there has been a remarkable revival of interest in literature as one of the mostmotivating resources for language learning (Duff & Maley, 2007). In addition, using literature in language teaching is also very advantageous for it offers four benefits: authentic material, cultural enrichment, language advancement, and personal growth (Collie & Slater, 1991). This is in line with Erkaya (2005) who notes four benefits of using of short stories to teach ESL/EFL, i.e. motivational, literary, cultural and higher-order thinking benefits.The idea is also emphasized by Collie and Slater (1991, p. 196) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes (morning, afternoon, or evening classes). Thus, it is vivid that integrating short stories as one of instructional media is very prominent to be instructed in English teaching and learning environment because this is very potential and effective to empower students' four integrated language skills.

Reading short stories can be an input to practice other language skills. Firstly, short stories can be an input to oral skill practice. After finishing reading, students can be asked to narrate the story in their own words, to give chronological sequences of events in the story, to paraphrase or to give a summary of the story. Besides, students can do the role play, act out some parts of the story, or dramatize the characters in the story (Khorashadyzadeh, 2014, p. 10). Similarly, Short stories allow instructors to teach the four skills to all levels of language proficiency. Murdoch (2002) 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" (p. 9). He explains why stories should be used to reinforce ELT by discussing activities instructors can create such as writing and acting out dialogues.

In addition, the critical thought that short stories are the most appropriate literary genre to use in English language teaching due to its shortness is emphasized by Hirvela &Boyle's (1988) study on adult Hong Kong Chinese students' attitudes towards four genres of literary texts (short story, novel, poetry and drama) indicated short stories as the genre that is less feared and the second most enjoyed (43%; the novel is the most enjoyed with 44%), since short stories are easy to finish and definite to understand. This is also in line with Pardede's (2010) research findings on the interest, perceptions, and the perceived needs of the students of the English teachers training of Christian University of Indonesia towards the incorporation of short story in language skills classes. The research revealed that a majority of the respondents basically found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. Most of them also agreed or strongly agreed that the incorporation of short stories in language skills classes will help learners achieve better mastery of language skills. They even believed that English teacher candidates should master the skills of employing short stories to teach language skills. In addition, the statistical analysis revealed that the students" interest and perceptions were positively and significantly correlated, and both variables significantly affected each other.

A study suggested that "the teaching of literature in EFL classes is essential and can be used as a perfect instrument to stimulate and speed up the teaching and learning process." (Carter & Long, 1991, p.126) However, providing opportunities speak and write may give the students motivation to learn during reading activities of the new elements to communicate both in oral and written form. In terms In terms of speaking

skill, some researches are found on the use of short stories in EFL classroom teaching. According to Gorjian et al. (2011), the instruction of the cognitive strategy of oral summarizing of short stories did affect the pre–intermediate language learners' speaking skill. Short stories promote students' motivation and this makes them more interested in classroom participation while students who merely and conventionally read the texts especially true ones like documentary texts choose to sit passively on their seats. Seemingly, it is not easy to stimulate these students to take part in classroom activities since they don't have information about it and they are not interesting. Also, many, if not all, students enjoy reading stories at least for fun. In addition, Khorashadyzadeh (2014, p. 14) revealed that the technique of reading simplified short stories can enhance the learners' speaking skill. The results also proved that being exposed to suitable literary texts has significant effect on EFL learners' listening skill. It showed that learners' speaking and listening ability (oral skills) in a second or foreign language can depend on their amount of exposure to written authentic or simplified literary texts like short stories.

In terms of writing skill, researches are found on the use of short stories in EFL classroom teaching. Murdoch (2002) explains why stories should be used to reinforce ELT by discussing activities instructors can create such as writing and acting out dialogues. Instructors can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues (p. 9) or more complex writing activities if students have reached a high level of language proficiency. Also, Oster (1989) affirms that literature helps students to write more creatively (p. 85). Additionally, literary texts help students to practice and develop their reading and writing skills and strategies. This can be said to contribute to the development of their reading fluency and proficiency, and writing accuracy. As a result there may be an increase in students' reading and writing speed and self confidence, and thus the students are able to pay more attention to the overall meaning of what they are reading (Bamford & Day, 2004). Besides through literature, students learn new vocabulary and expand their understanding of words they knew before, which contributes positively to their reading and writing skills consequently (Ono, Day & Harsch, 2004).

In relation to the description above, this research was therefore aimed to investigate whether the use of short stories significantly improved the students' speaking and writing achievements at University of Indo Global Mandiri. This was carried out to forty first semester undergraduate students of urban and regional planning study program in which twenty students were equally divided into two groups that is experimental and control group.
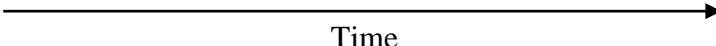
1.1 Research Questions

The questions that were investigated in this research are as follows:

(i) Did the use of short stories significantly improve speakingachievement of the undergraduate students ofurban and regional planning study program of Indo Global Mandiri University?

(ii) Did the use of short stories significantly improve writingachievement of the undergraduate students ofurban and regional planning study program of Indo Global Mandiri University?

(iii) How much did the aspects of speaking and writing skills contribute to both students' speaking and writing achievements?

2   METHOD

In this research,the quasi-experimental design was used and it would be primarily concerned on thenonequivalent groups pretest-posttest-control group design or comparison group design. This method will indeed require two groups that are actually experimental and control groups. In the experimental group, the researcher gave a pre-test, treatment by using short stories and then post-test. Meanwhile in the control group, the researcher only gave a pre-test and post-test without any treatment.The following is the research design used:

Nonequivalent Groups Pretest Posttest Control Group Design			
Group	Pretest	Intervention	Posttest
A	O1	X	O2
B	O3	–	O4
		Time	

Source: McMillan and Schumacher, 2010, p.278

Where,

A	: Experimental Group
B	: Control Group
O1	: Pretest of experimental group
O2	: Posttest of experimental group
O3	: Pretest of control group
O4	: Posttest of control group
X	: Treatment in the experimental group
–	: No treatment

2.1   Population and Sample

The research was conducted at the Indo Global Mandiri University. The population of the research was the all first semester undergraduate students of urban and regional planning study program of University of Indo Global Mandiri in the academic year of 2014/2015. Forty students were selected purposively as the research sample in which each group consisted of 20 students, respectively.The undergraduate students involved in this research were all in the same academic year and taught by the same English lecturer and were not having English course during the research was carried out.

2.2   Instrumentations

In order to collect the data, the speaking and writing tests were used in this research. Pertaining to the speaking test, the students were asked to choose one of the speaking topics provided in the form of monologue. Since both classes were given a pre-test and a post-test, each group was given the same speaking topics for the speaking test. To assess the students' speaking achievement, the researcher used SOLOM (Student Oral Language Observation Matrix) which comprising of the aspects of speaking ability such as, comprehension, vocabulary, pronunciation grammar, and fluency. The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations.The teacher matches a student's language performance in comprehension, vocabulary, fluency, grammar, and pronunciation to descriptions on a five-point scale for each. Pertaining to the writing test, the students were asked to write their own story. Since both classes were

given a pre-test and a post-test, each group was given the same writing activity for the writing test.

To assess the students' writing achievement, the researcher used analytical writing rubric suggested by Hughes (2004, pp. 91-93) which comprising of the aspects ofwriting ability, such as: grammar, vocabulary, mechanic, organisation, and fluency. Analytical writing rubric is a rating scale that teachers can use to identify students' strengths and weaknesses in writing and assess their writing product. The teacher matches a students' language production in grammar, vocabulary, mechanic, organisation, and fluency to descriptions on a six-point scale for each.

2.3   Instructional Material and Procedure

The material instructed in this research consisted of some short stories which were taken from Intermediate Stories for Reproduction 1 by L.A. Hill (1973). Apart from that, the control group had a routine teaching procedure in English class. Meanwhile, the task of reading short stories was implemented in the experimental group as the English teaching activity. The instructional procedures are explained as follows: (a) the researcher asked the students to read the short story silently and loudly with their peers in a group, (b) the students made an oral summary in individually from the short story read in front of the class, (c) after the students have read the whole story and have made an oral summary, they are asked to write out three to four paragraphs (written summary) from the short story read. This experiment occurred in 12 teaching sessions in which each session lasted for 90 minutes excluding the pretest and posttest.

2.4   Technique of Data Analysis

The data analysis was taken from the tests. To interpret the students' score individually, the range of speaking skill used is as follows: excellent (21-25), good(16-20), average (11-15), poor (6-10), and very poor (<6). Meanwhile, the range ofwriting skill used is as follows: excellent   (25-30),   good(19-24), average (13-18), poor (7-12), and very poor (<7). In analyzing the data of students' speaking and writing, rubrics were used in this research. Paired sample t-test was used to see whether there was improvement between the students' pretest and posttest for each group. Independent sample t-test was used to see the significant difference between the students' posttest of the two groups. And the Stepwise regression analysis was used to see the contribution of each aspect of speaking and writing skill to both students' speaking and writing achievements.

3   FINDINGS AND DISCUSSION

This section discusses the descriptive statistics, the progress analysis (Paired sample t-test), the mean difference analysis (Independent sample t-test), and the percentage analysis of each aspect contribution (Stepwise regression analysis).

In relation to the speaking and achievements of both groups, the results showed there was a significant difference in students' Speaking Achievement (SA) and Writing Achievement (WA) inthe experimental and control groups. In the experimental group, the SA results showed that 6 students (30%) who were in excellent level with the mean score 21.83, 9 students (45%) who were in good level with the mean score 17.00, and 5 students (25%) who were in average level with the mean score 14.30. Based on the achievement level, it could be concluded that the students' speaking achievement of the experimental group was in good category. In addition, the WA result showed that 2 students (10%) who were in excellent level with the mean score 25.00, 11 students (55%)

who were in good level with the mean score 20.31, and 7 students (35%) who were in average level with the mean score 15.50. Based on the achievement level, it could be concluded   that   the students'writing achievement of the experimental group was in good category.

On the other hand, in the control group, the SA results showed that there wereno students in excellent level, 5 students (25%) were in good level with the mean score 16.80, 10 students (50%)were in average level with the mean score 13.85, and 5 students (25%) were in poor level with the mean score 9.20.Based on the achievement level, it could be concluded that the students' speaking achievement of the control group was in average level. In termsof WA results of the control group, there were no students in excellent level,3 students (15%) were in good category with the mean score 20.66, 12 students (60%) were in average level with the mean score 15.87, and 5 students (25%) were in poor level with the mean score 11.20.

Based on the achievement level, it could be concluded that the students' writing achievement of the control group was in average level.

Additionally, in terms of the mean score of both group, the SA results showed that the mean scores of the students were in the excellent level (21.83), in the good level (16.92), in the average level (14.00), and in the poor level (9.20) respectively. Meanwhile, the WA results showed that, the mean scores of students were in the excellent level (25.00), in the good level (20.11), in the average level (15.73), and in the poor level (11.20) respectively. Moreover, the mean scores of students' speaking and writing achievements in both groups were 15 and 18. It could be concluded that the mean score of the students' speaking and writing achievements were in good level category.

In terms of frequency and percentage, the SA results in both groups showed that 6 students (15%) were in excellent level, 14 students (35%) were ingood level, 15 students (37.5%) were in average level, and 5 students (12.5%) were in poor level. Thus, it could be concluded that most of the students' speaking achievement was in good and average levels (72.5%). On the other hand, the WA results in both groups showed that 2 students (5%) in excellent level, 14 students (35%) in good level, 19 students (57.5%) in average level, and 5 students (12. 5%) in poor level. Therefore, it could be concluded that most of the students' writing achievement was in average level (57.5%).

3.1   The Progress Analysis (Paired Sample t-test)

In relation to the result ofpaired sample t-test in experimental group, the mean score of students' speaking achievement in pre-test of experimental group was 12.80with the standard deviation was 2.6026. Meanwhile, the mean of the students' speaking achievement in post-test of experimental group was 17.22 with the standard deviation was 3.1308. Additionally, theoutput data showed that the mean difference of speaking achievementbetween pre-test and post-test in experimental group was 4.975 with the standard deviation was 1.3810. On the other hand, the mean score of students' writing achievement in pre-test of experimental group was 14.60 with the standard deviation was 3.412. Meanwhile, the mean of the students' writing achievement in post-test of experimental group was 19.10 with the standard deviation was 3.4282. The output data showed that the mean difference of the writing achievement between pre-test and post-test in experimental group was 4.500 with the standard deviation was 1.1002. Since the Sig. value (2-tailed) of both speaking and writing achievements were less than 0.05,therefore,it could be stated that the null hypotheses (Ho1 and Ho2) were rejected and the research hypotheses (Ha1 and Ha2) were accepted. This means that there was a significant improvement made by the experimental group.

Pertaining to the result ofpaired sample t-test in control group, the mean score of students' speaking achievement in pre-test of control group was 11.12 (see Table 3) with the standard deviation was 2.8044. Meanwhile, the mean of the students' speaking achievement in post-test of control group was 13.42 with the standard deviation was 2.9347.

Additionally, the output data showed that the mean difference of speaking achievementbetween pre-test and post-test in control group was 2.300 with the standard deviation was 0.7847. Apart from that, the mean of the students' writing achievement in pre-test of control group was 12.87 with the standard deviation was 3.2641. Meanwhile, the mean of the students' writing achievement in post-test of control group was 15.42 with the standard deviation was 3.2005. The output data showed that the mean difference of writing achievementbetween pre-test and post-test in control group was 2.550 with the standard deviation was 0.8255. Since the Sig. value (2-tailed) of both speaking and writing achievements were less than 0.05, therefore, it could be concluded that null hypotheses (Ho1 and Ho2) were rejected and the research hypotheses (Ha1 and Ha2) were accepted. This means that there was a significant improvement made by the control group.

3.2　The Difference Analysis (Independent sample t-test)

From the result of independent sample t-test, it showedthat the mean difference speaking post-test between the experimental and control group was 4.350 and the t-obtained was 4.533 (p<0.000). Meanwhile, the mean difference writing post-test between the experimental and control group was 3.675 and the t-obtained was 3.504 (p<0.000). Since the p valueof speaking and writing achievements (0.000) were less than0.05. Hence, the null hypotheses(Ho1 and Ho2) were rejected and the research hypotheses (Ha1 and Ha2) were accepted. It means that there was a significant mean difference in speaking and writing skill achievements between the students who were taught through short stories and those who were not.

3.3　The Stepwise Regression Analysis

From the result of the Stepwise multiple regression analysis, it was found out that: (1) the correlation of each aspect of speaking skill toward speaking achievement was 0.900 for fluency, 0.977 for pronunciation, 0.993 for vocabulary, 0.995 for comprehension, 1.000 for grammar, (2) the influence of contribution of the whole aspects of speaking skill was 99.9%, and (3) the partial contribution of each aspect ofspeaking skill toward speaking achievement was 81% for fluency, 14.5% for pronunciation, 3.2% for vocabulary, 0.4 % for comprehension, and 0.9% for grammar. Apart from that, the result of multiple regression analysis of writing achievement (WA) was as follows: (1)the correlation of each aspect of writing skill toward writing achievement was 0.953 for vocabulary, 0.979 for organization, 0.990 for mechanic, 0.995 for grammar, 1.000 for fluency, (2) the influence of contribution of the whole aspects of writing skill was 100%, and (3) the partial contribution of each aspect ofwriting skill toward writing achievement was 90.0%% for vocabulary, 5% for organization, 2.1% for mechanic, 1.1 % for grammar, and 1% for fluency.

4　CONCLUSIONS AND SUGGESTIONS

4.1　Conclusions

Based on the results and interpretation, the following conclusions could be drawn. First of all, the results of *t*-test statistical analysis showed that using short stories statistically improved the students' speaking and writing achievements. This could be clearly seen from the result of descriptive statistic, where it could be seen from the mean score, frequency and percentage obtained by the two groups, and the result of paired sample t-test experimental group made higher improvement than the control group in the pretest and posttest. Second of all, there was a significant mean difference in speaking and writing achievements between the students who were taught using short stories and those who were not. This could be clearly seen from the mean gained between the two groups. Third of all, the result of the Stepwise regression analysis showed that the aspect of speaking and writing skill gave high contribution on the students' speaking and writing achievements in the experimental group. The highest contribution of speaking skill aspect toward the speaking achievement was fluency. Meanwhilethe highest contribution of writing skill aspect toward the writing achievement was vocabulary. Thus, it could be concluded that using short stories significantly improved the students' speaking and writing achievements.

4.2 Suggestions

In relation to the above-stated conclusions, some suggestions are drawn to develop the teaching and learning activities in the EFL classroom. Firstly, the students should be given more exposure pertaining to the speaking and writing activities in English teaching and learning environment in order to motivate and stimulate the students to be accustomed to speaking and writing more actively. Secondly, the teacher should be able to select appropriate short stories on the basis of the students' language proficiency level. Last of all, the future research are strongly recommended to conduct the similar research in conjunction with the use of literature in EFL classroom.

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NEED ANALYSIS AT COOKERY DEPARTMENT OF SMKN 3 PAREPARE (A STUDY OF ENGLISH FOR SPECIFIC PURPOSES)

Ika Yanti Ziska

ikayantiziska@gmail.com

Universitas Muhammadiyah Parepare
Parepare

Abstract

The problem in this analysis is about the suitable material for students at SMKN 3 Parepare especially for cookery department. The objective of need analysis is to find the students needs, wants, necessities, and lack in learning English. This study also wants toknow how important of English language for their future, what difficultiesthey face, andwhattheywant inthe learningprocess.

The significances of this analysis was divided into two benefits namely theory and practice. Theoretically, the result of this study is expected to be helpful and useful information for English teacher in teaching and learning process to improve student's ability. Practically, the result of this research will provide the useful information such as: For the English teacher, the information from a needs analysis can be used to help define program goals. These goals can then be stated as specific teaching objectives, which in turn will function as the foundation on which to develop lesson plans, materials, tests, assignments and activities. It also can make the teacher easy in choosing the best material and method in learning process that suitable for learners needs. For the English students, the result of the study can make them understand the suitable materials for them.

The population of this study consists of 35 students of Cookery Department at SMKN 3 Parepare. Total sampling was used in this study, it means all of the population became the sample. The instrument which used were questionnaire and interview. In analyzing the data, the researcher applied descriptive analysis. The kind of this study is classroom observation which conducted in to three steps. The first step was classroom observation for all of the students. The second step was giving questionnaire for them. The last step was interview.

Based on the result, the researcher found that more than 75% of the students likely study English for two times a week. They also interested in Vocabulary class. They do not really like composed a paragraph. They think that mastering vocabulary is better that composing idea.

Keywords: Need analysis, learners needs, learning process.

1 INTRODUCTION

1.1 Background

Inthe globalization era, the role ofthe English cannot beruled out. Almostinallsectors ofpublic lifesuch aspolitics, culture, social, technology, andeducation areincreasingly in need ofEnglishlanguage skills. Hasman(2000) mentionsthatmorethan70% ofthe world's scientistsreadEnglishliterature, 85% ofthe world'sletterswrittenin Englishand90% ofthe informationinthe computerized systemis storedin the English. Furthermore it is saidthatbefore 2010peoplewillspeakinEnglishexceedsthe number ofnativespeakers.

Illustrationabove shows thehigher needs ofEnglishinthisglobalizationera. English requirementis not longeronthe prestigescale(Hutchinson) buthas showntowardsthe demands ofeachfield, bothof theacademiclevel(EAP) as well asinthe level ofemployment(EOP), in whichthe needs ofEnglishis differentaccordingwiththeir needs. It isalsoin the linewithwhat is conveyedbyHalliday(1985) thatEnglishasalanguagevariesaccording to the function. Inemploymentvariesaccording toareas ofexisting jobs.

For example, the need forEnglishinthe economicsectorwill be different from theneeds ofthe English inthe hospitalityorothertourismsector. The staff of the hospitalityand restaurant will servethecustomers bothlocaland foreign.This requiresthemnotonly theIndonesian languagebutalsoin English.Itis clear that students of the particular departmentshouldbe giventhe suitable teaching materials of Englishthatwil beusedinemploymentorin theacademicworld.

However, fromthe results ofa briefsurveyatsomevocationalschoolinSouth Sulawesifoundthat theteaching materialsusedbythe departmentityof teachersof Englishinnon-English departmentstovarious areasin theschool, does notrelatetothe needs of studentsand theacademicforprofessionalneeds. Cookery studentsatone of the departments inSMK Negeri 3Pareparebemoreinvolvedinwork related tothe English later. The jobs arehospitality, restaurant, orinothertourismsectors. Therefore the cookery student should be given teaching accordancewith theacademicneedsandtheneeds of the workplacelater.

1.1.1 Objective of Need Analysis

Based on the background of need analysis, this particular study aimed at finding out:

(i) To find out theimportantof Englishfor cookery students' career.
(ii) The difficultiesexperienced bycookery student ofSMKN 3 Parepare on English subject.
(iii) Todeterminethe suitability between English materialsand the students' need.
(iv) Todetermine the ability ofthe English thatthe students' need toimprove for their career.

1.1.2 Significance of Need Analysis

(i) To give information about theimportantof Englishfor cookery students' career.
(ii) To give information about The difficultiesexperienced bycookery student ofSMKN 3Parepareon English subject.

(iii)   To give information about the suitability between English materialsand the students' need.

(iv)   To give information about the ability ofthe English thatthe students' need toimprove for their career.

2   METHOD

This study is a kind of descriptive research that applied quantitative method in data analyzing.Data analyzed and tabulated by using Microsoft Excel.

2.1   Population and Sample

The population of this study is all of the students of the twelfth level cookery of SMKN 3 Parepare in the academic year 2014/2015. There were 20 students in the class. The researcher total sampling as sampling technique of this research, therefore, the population of this study also became the sample. This analysis took place in the cookery classroom of SMKN 3 Parepare. The researcher needed two days in data collection. The first day, on Monday, 1st of December 2014 at 02.00 p.m. The second day, on Friday, 16th of Desember 2014 at 10.30 a.m.

2.2   Procedure of Collecting and Analyzing Data

In data collection, the researchers used questionnaires and interview. In this research, the researcher use three kinds of test, and it formed like the simple forms of multiple choices. The test was to measure the student's opinion, difficulty, what actually they need. The tests consists of 3 items of multiple choice, 10 items of observation checklist, 8 items of questionnaires and 6 items of interview.

In this analysis, the researcher analyzed data by using frequency formula. Its mean that the researcher pays attention about the students answer and determines how many percent of students choose every choice in the paper. Beside that the data also tabulated by using Microsoft Excel.

3   FINDINGS AND DISCUSSION

To do need analysis, the researcher uses three kinds of instrument. They are Question checklist, questionnaires and interview. All of them give information about how the English learning for the students of cookery department in SMKN 3 Parepare.

Based on question checklist, the student of cookery department assumes that study English in this globalization era is easy actually. There are 80% students who support the statement. The main reason assume by 70% students that the development of technology such as internet and media social give the big opportunity to improve the students' English ability. Unfortunately, they still feel difficult study English because some reason. The main reason is coming from the English teaching system. It is support by 80% students. Actually, most of students' do not like the material from their teacher because it is not suitable with their need especially in their department. There are 60% students support it and also there are 60% students assume that their teachers' material is difficult to be understand. Another that, most of student do not have book as reverence to study English both in school or home. They also need a more time and specialist teacher to improve their English ability. It is proved with 60% students answer that the teacher as the one English teacher who help them to overcome their difficulty in English is not enough.

Based on questionnaires, 80% students agree that English has a high advantages for their career future. Therefore they need support from their environment. In their school environment, 100% students need many of instrument such as textbook, internet, or computer, LCD etc. and also interest method. In fact, the instrument of their school is not adequate especially textbooks and LCD. Moreover, the method is not varies. 100 % students answer that the teacher just give the same method in each meeting finally the students' do not motivate to study because of boredom factor. The second is in home environment, 60% students cannot concentrate to study English because many of disturb especially crowded. The other, 40% students answer that less on reference like book also their problem to study English in the home.

Based on interview, 80 % of students like speaking ability in English. They are aware that speaking is very important for their career based on their department as cookery students. For example if they are in the restaurant, they will serve the guest by using English. This is suitable with the material provided in school. The English teacher often give the material about common expression. Then, they have to make a group and make a conversation based on the material. Finally, they will practice it in front of the class. In fact, the result is not maximal. Some of them are not confidence to speak English because they less on vocabulary. It is support by 70% students. Therefore, the students need more list of vocabulary and also practice it every day. Now, the problem is their environment is difficult to practice English. In addition, 80% students think that English course is the most effective place to improve their English ability especially in speaking.

In conclusion, the third technique to do need analysis can give the information about how the English learning for the students of cookery in SMK 3 Parepare. Based on question checklist, English is very important for cookery student to develop their career. In fact they have a problem in English teaching system of their school. Based on questionnaires, the students also have a problem to study English at home. They lack on reference like book and the situation is very crowded in order they cannot concentrate to study at home. The last is based on interview. The students need many of vocabulary based on their department to fluent their speaking. Therefore the students need take an English course to make them focus in learning English based on their need.

4   CONCLUSIONS AND SUGGESTIONS

4.1   Conclusion

English is very important for cookery student of SMKN 3 Parepare to develop their career. Especially in speaking ability it will very useful in workplace.They also interested in Vocabulary class. They need many of vocabularies based on their department to fluent their speaking. Based on the result, the researcher found that more than 75% of the students likely study English for two times a week. They do not really like composed a paragraph. They think that mastering vocabulary is better that composing idea. Unfortunately, their environment is not support them. Especially, the media and the method at school are not adequate. Therefore the students need take an English course to make them focus in learning English based on their need. The English course has a good environment because the student will be more motivated to practice their English every time. Finally the English learning acquisition of the students will be effective and support their career later.

4.2   Suggestion

Based on the conclusion above, the researcher would like to present some suggestion as follows:

(i)   For the English teacher, the researcher suggests to use interesting method and make it to be varieties.

(ii)   For the students, it is suggest to try for motivate their self to study more about English and realize how important English for their future.

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ENHANCING THE VOCABULARY MASTERY OF YOUNG LEARNERS BY APPLYING TOTAL PHYSICAL RESPONSE (TPR) METHOD INTEGRATED WITH PICTURE

Khadijah Maming
khadijahmaming@gmail.com

Rafi'ah Nur
rafiahnur@yahoo.com

English Education Study Program Universitas Muhammadiyah
Parepare, South Sulawesi, Indonesia

Abstract

At the beginners and elementary levels of the learners, certainly seems to be good idea to provide a set of vocabulary which the students can learn. The teaching of English at elementary school which is based on Competence Based Curriculum as local content aims in developing the relevance to the condition and needs of learners. So that, elementary school is able to develop their ability in vocabularies and makes them clear with English earlier. It is necessary to avoid facing big problems when they will be on higher level of education. One of the English study is vocabulary which is needed very much by the students of elementary school as a tool themselves in learning English. Vocabulary is one of the important elements in building English. One of interesting method in teaching vocabulary is Total Physical Response (TPR). It is one method based on coordination of speech and action. It is developed by James Asher (2006), a professor of psychology at San Jose State University, California. It is like the human body response the command directly without telling anything in the behavior form. Moreover, the main activity in Total Physical Response (TPR) is a command is given in the imperative form and the students obey the command. Consequently, Total Physical Response will be integrated with picture. Harmer (1991) stated that there are many occasions when some forms of presentation are the best way to bring new words into the classroom. One of presentation example is picture. It means that using picture to explain the meaning of vocabulary items and illustrate concepts.

Therefore, this study aims to investigate the application of Total Physical Response (TPR) method integrated with picture in enhancing the vocabulary mastery of young learners. The subject of this study is the students of elementary school with the total of sample are30 students. It employed pre-experimental method with pretest-posttest design. The instruments of this study are a written test exactly vocabulary test which consists of 30 items. In detail, it consists of 10 numbers in multiple choice, 10 numbers in matching form, and 10 numbers in translating the meaning of vocabulary into Indonesian language. By activity of this study, the students study about things in the classroom, parts of the body and some verbs.

The data is analyzed by using some formulas. In collecting the student's score, they are given 1 for maximum score (for correct answer) and 0 for minimum score (for incorrect answer). The result of data analysis shows that the mean score of students in posttest is better than the result of pretest. In other words, there was significant difference between the vocabulary mastery of young learners before and after taught vocabulary through total physical response integrated with picture. It means that, it has positive effects and can enhance the vocabulary mastery of young learners.

Keywords: Vocabulary Mastery, Total Physical Response (TPR), Picture, Elementary School, Enhancing

1 INTRODUCTION

According to Oxford Dictionary (2013), language is the method of human communication, either spoken or written, consisting of the use of words in a structure and conventional way. Nowadays, English is an international language. English becomes important tool in many aspects such as when we want to operate electronics, some of the manual books are written in English. Besides, in overseas, business English is always used. Therefore, people around the world should master it if they want to communicate for international business. Indonesia places English as a foreign language. It means that English is not used as a medium of instruction in schools and not widely used as medium of communication in government, media, etc. As a foreign language, language learner has different acquisition than language learner who places English as a second language applied in their daily life. English is used as a medium instruction and widely used as a communication medium for government. Thus they learn English easily. It is different with foreign language learner like Indonesian people. English is rarely used and seldom applied in their daily life.

Moreover, language plays a great part in human life, without language people cannot make interaction one another. In our life, the function of language is a tool of communication to relate to one and another. By the study of language, people or students can learn many things. Consequently, many people have been learning English but find many difficulties. So, we cannot use the good English without mastering the four language skills namely reading, writing, listening and speaking. In this study, the researcher's attention focused on the vocabulary mastery as one of the English language components and it is one of support to mastery of four language skills.

Based on the facts above, some schools include English in their school subject. In Indonesia, English is still considered as a difficult subject in school. Both the teachers and the students have a thought that learning English is hard to do. Here, teaching English will form the students to have a good grammar. Almost all of their time in class is full of writing sentences or composing an essay. They seldom to memorize the vocabularies and practice (to speak) English in class. Language learners, especially young learners need activity to practice and use it, because the purpose of studying language is to communicate each other. Unfortunately, the process of teaching English, especially to young learners seldom brings the real world to the students. This situation happened because of the teacher's thought. Some of them think that asking students to speak up is difficult. One of the reasons is the lack of vocabulary. So that, the kids prefer playing with their friends to pay attention to the teacher. This reason brings the teacher to give large portion in textbook or student's workbook to give activity for them. Here, the teacher ignores the core of teaching language.

Besides, at the beginners and elementary levels of the learners, certainly seems to be good idea to provide a set of vocabulary which the students can learn. The teaching of English at elementary school which is based on Competence Based Curriculum as local content aims in developing the relevance to the condition and needs of learners. So that, elementary school is able to develop their ability in vocabularies and makes them clear with English earlier. It is necessary to avoid facing big problems when they will be on higher level of education. One of the English study is vocabulary which is needed very much by the students of elementary school as a tool themselves in learning English. Vocabulary is one of the important elements in building English. One of interesting method in teaching vocabulary is Total Physical Response (TPR). Richards and Rodgers (2014) stated that it is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. It is developed by James Asher (2006), a professor of psychology at San Jose State University, California. He said that language directed to young children consists of commands, to which children respond physically before reaching the stage in which they respond verbally. It draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. The general objectives of Total Physical Response (TPR) are to teach oral proficiency at a beginning level. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Moreover, Aston (2008) argued that the syllabus of Total Physical Response method consists of basic grammar and vocabulary. After a period of TPR activities conducted also with the support of pictures, learners are exposed to dialogues and other types of texts.

It is like the human body response the command directly without telling anything in the behavior form. Moreover, the main activity in Total Physical Response (TPR) is a command is given in the imperative form and the students obey the command. Consequently, Total Physical Response will be integrated with picture. Harmer (1991) stated that there are many occasions when some forms of presentation are the best way to bring new words into the classroom. One of presentation example is picture. It means that using picture to explain the meaning of vocabulary items and illustrate concepts. With this in view, the researcher was interested in applying TPR method integrated with picture in teaching vocabulary to young learners.

There are some pertinent ideas concerning with vocabulary, young learner, Total Physical Response (TPR), and picture. Talking about language, material vocabulary appears as one of the central problems because the implementation of learning is a fundamental requirement to communicate ideas, emotion and desires. However, we must distinguish between words and vocabulary. It is true that vocabulary is equivalent to words but, terminologically, they are different. Words are any letter sequences, which convey meaning in the language use. Huddleston (1998) stated that vocabulary is the content and function words of a language have meanings which are learned so thoroughly, that they become a part of the child's understanding speaking, reading and writing. In teaching vocabulary, Allen (1983) argued that commands are useful in vocabulary classes. She described that when we ask students to respond physically to oral commands which use the new words, the activity is very much like what happens when one is learning one's mother tongue. Each of us-while learning our own language-heard commands and obeyed them for many months before we spoke a single word. Even after we started to talk, it was a long time before mastered the words and construction that we heard from adults. Children have frequent experiences in obeying commands during the

early years of learning the mother tongue. Those experiences appear to play an important part in the learning of vocabulary.

Moreover, Allen (1983) added that for helping students understand the meaning of a word, we often find that a picture is useful, if it is big enough to be seen by all members of the class. For instance; teachers often prefer to use pictures for introducing words that name *parts of the body*. The best sort of picture for this purpose is a simple. It is suitable with theory from Harmer (1991) that picture can be broad drawing, wall picture and chart, flash card, magazine picture, etc. it means that using pictures to explain the meaning of vocabulary items and illustrated concepts such as above and opposite. It is one of activities can be used to help in promoting real communication. In the end of learning, the students getting something in their mind about what they have learnt and this activity will add their language acquisition. Nowadays, many linguistics and EFL teacher agree that communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situation that require communication (Kayi, 2006). The result is students will have the opportunity of communicating each other in the target language.

2   METHOD

The method of this research was pre-experimental method where the researcher applied only one class as experimental class. This research was designed one group pretest and posttest design.

There are two variables involved in this research, namely; independent variable and dependent variable.

(i)   Independent variable is the application Total Physical Response (TPR) method integrated with picture in teaching vocabulary. The procedure of teaching vocabulary by applying Total Physical Response (TPR) method integrated with picture was described as follows;

   a) Teacher shows the picture.
   b) Teacher says command and performed the action.
   c) Teacher says command both of the teacher and the students performed action.
   d) Teacher says command, the students performed action.
   e) Teacher tells one of the students to perform action.
   f) Reserving the roles or the students gave each other command.

(ii)   Dependent variable is the vocabulary mastery of young learners. It was supposed to the students for;

   a) Distinguishing which one verb, nouns, parts of the body and preposition.
   b) Knowing the meaning of the words.
   c) Pronouncing the words correctly.
   d) Writing the words correctly.
   e) Applying the words in the right context.

The subject of this study is young learners. In this case, they are the students of elementary school with the total of sample are30 students. The procedure of collecting the data employed pretest and posttest. The instruments of this study are a written test exactly vocabulary test. Before doing treatment, the researcher gave a pretest consists of 30

items. In detail, it consists of 10 numbers in multiple choice, 10 numbers in matching form, and 10 numbers in translating the meaning of vocabulary into Indonesian language. In doing pretest, they gave answer on what they know. It aims to identify the known and unknown words of the young learners. After having the treatment, posttest was given to measure the student's ability after they were taught through Total Physical Response (TPR) method integrated with picture. In conducting the posttest, the test was similar with pretest. It aimed to compare the student's achievement before and after giving treatment.

The treatment was one of the steps in the teaching to improve the vocabulary mastery of young learners. This research was conducted in six meetings to teach the students vocabulary by applying Total Physical Response (TPR) method integrated with picture. By activity of this study, the students studied about things in the classroom (blackboard, table, etc), parts of the body (foot, hand, etc), prepositions (on, in, front of, at, etc) imperative (take, put, bring, etc), imperative series (pick up the paper on the floor, turn on the light, write your name, etc) and some other nouns (cupboard, windows, floor. etc) and verbs (open, close, bring, etc). The activities in every meeting were similar namely; the students studied about the given themes and the researcher showed the pictures based on themes. The procedures of treatment in every meeting were described as follows;

(i) The researcher said the words and gave as the example in the action form.

(ii) The researcher said the word again and the both of the researcher and students performed the action together in a way.

(iii) The researcher repeated the words again and to command the students to conduct the things that the researcher said and performed the action based on the researcher.

(iv) The researcher asked the students to perform the action in front of the class based on the researcher's commands.

(v) The last activity, the students repeated the words again and make a command to the others.

To analyze the data collecting of the test, the researcher used quantitative approach. To analyze the data collected through the test.The data is analyzed by using some formulas. In collecting the student's score, they are given 1 for maximum score (for correct answer) and 0 for minimum score (for incorrect answer).

(i) The data collected through the test was tabulated and then analyzed into percentage. The scores of the students were classified based on Depdiknas (2005).

Table 1. Student's Score Classification

Student's Score	Classification
86 - 100	Very Good
76 - 85	Good
56 - 70	Fair

41 - 55	Poor
< 40	Very Poor

(i)   Finding the mean score of pretest and posttest. The researcher applied the following formula:

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

Where: $\bar{X}$ = The mean score

$\sum X$ = The sum of all score

N = The number of subject (students)

(Gay, Mills, Airasian, 2006)

(ii)   Findings of the significant difference between pretest and posttest by calculating them of the t-test for no independent sample by using the following formula:

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

Where : $\bar{D}$ =   The mean scores of difference

t =   Test of significance

$\sum D$ = The sum of total score of difference

$\sum D^2$ =   The square of the sum score of difference

N   =   The total number of subject

(Gay, Mills, Airasian, 2006)

2.2 SUB FIELD

2.2.1 *Young Learner*

Suyanto (2007) stated that young learner is elementary schoolstudents who are 6-12 years old. They can be divided into two groups; younger group (6-8 years old) and older group (9-12 years old). Basically, the teachers have to remember the importance of teaching English for young learners is creating kid's interest in learning. In achieving the goal, the teacher should conceive the kid characteristic to choose the appropriate method. He added that there are ten kids' characteristics that can be used in analyzing English teaching:

(i) Generally, in the age of 5-7 years old, kid is egocentric. So they usually relate what they learn or do with themselves. When they learn English, they like learning something, which their daily life such as family, favorite fruit, favorite food, etc. Kid feels happy when their teacher asks them about the color of their clothes or talk about their stationary.

(ii) In the age of 5-7 years old, they feel difficult to differentiate the concrete and the abstract one. They cannot do it. So, when introduce English, the teacher should begin the concrete things before going to the abstract things. For example; the teacher can point things in the classroom; *this is window, this door*.

(iii) Kids are prone to be imaginative and active. They like learning by playing games, singing a song, or telling story. This technique will motivate them to learn English. Playing is a part of kids' daily life and it can be used to teach English.

(iv) Kids are easy to feel bored. They have short concentration and attention. To cope their bedroom, the learning activities have to be highly varied and need to be changed each 10-15 minute.

(v) Kids' life is full of color and happiness. An activity involving the interesting and colorful picture will make kid happy. Besides, singing a song can bring happiness atmosphere to them so they will enjoy the learning process.

(vi) Kids like story as they like playing games. In telling story, kid can learn language by observing and getting the message.

(vii) Younger groups prefer doing their assignment with their close friends. They cannot share with others and still self-centered until they are in 7 years old.

(viii) In the age 8-10 years old, kids have enough awareness and readiness. They bring the readiness to the class when they learn English. In this step, kids learn the intonation, signal, face expression and movement so those activities will help them to understand a word or a sentence.

(ix) Kids like having conversation with their friends, especially when they are talking about everything they have or they bring to school. This situation is useful in learning English, because the teacher can conduct a speaking activity through this situation.

(x) Last but not least. The most important is that young learner is an activity thinker. They love learning something, including learning language by doing something such as singing a song, playing game, having conversation, making movement, or giving signal.

2.2.2 Total Physical Response (TPR) Method

Total Physical Response (TPR) is a language learning method based on the coordination of speech and action. It was developed by James Asher (2006), a professor of Psychology at San Jose State University, California. It is like to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stranger the memory will be. Asher added that a word the use frequently is almost hold in memory when the memory accept the command automatically the brain will be processing in action. It means that all of the human body response this command directly without telling anything in the behavior form.

In theory of approach that Asher does not directly his view of language, but Richards and Rogers (2014) stated that the labeling and ordering of classroom activities seem to be built on the structural view of language. They also argued that Total Physical Response (TPR) is another example of a teaching method that goes outside mainstream applied linguistics for its theoretical basis. It's a language teaching method built around the coordination of speech and action. The emphasis on comprehension and the use of physical actions to teach a foreign language at an introductory level has a long tradition in language teaching.

Consequently, in theory of learning there are some principles he elaborates Asher's statements' (a) second language learning and should reflect the same naturalistic processes, (b) children response physically to spoken language, and adult learners learn better if they do that too, (d) once listening comprehension has been developed, speech develops naturally and effortlessly out of it, (e) adults should use right-brain motor activities, while the left hemisphere watches and learns, (f) delaying speech produces stress.

There are several objectives of Total Physical Response (TPR) by Asher James, namely;

(i)   Teaching oral proficiency at a beginning level
(ii)   Using comprehension as a means to speaking
(iii)   Using action – based drills in the imperative form.

In procedure of teaching English vocabulary through TPR method, Asher (2006) stated that some ways about how to use TPR for English or other languages as follows;

(i)   Teacher says command and performs the action.
        Example; Teacher says "Clap your hands", the teacher should with clap hands by her/his.
(ii)   Teacher says command both teacher and students perform action.
        Example; Teacher says 'clean the blackboard", and ask the students to do the same action.
(iii)   Teacher says command students perform action.
        Example; Teacher asks the students 'stand up" and he/she will do the same activity.
(iv)   Teacher tells one student to perform action.
        Example; Teacher asks one student to do one activity, such as "walk to the door" and he/she will do the same activity.
(v)   Reserve the roles or the students give each other command.
        Example; every student is asked to give command to each other.

TPR method is based on theory that memory is enchanted through association with physical movement. It is also closely associated with theories of mother tongue

language acquisition in very young children, where they response physically to parental commands. Such as "hold your face" and "open your eyes". TPR as a listening and linked to physical actions which are designed to reinforce comprehension of particular basic items.

In Total Physical Response (TPR) activity, we must concern about TPR guiding principle by Krashen (2006) point out the Total physical Response guiding principle are;

(i)   The students not forced to speak until ready.
(ii)   Command forms use to convey information.
(iii)   Builds kinesthetic learning style.

In detail, Richards and Rodgers (2014) described the learning and teaching activities in Total Physical Response (TPR) method is imperative drills as the major classroom activity. Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. At the same time, the teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are actors" (Asher). It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably.

From the explanations above, it can be concluded that an activity where a command is given in the imperative and the students obey the command is the main activity in TPR. Concerning with this research, it is integrated with picture. In this case, before giving command to the students such as "claps your hand', so it is showed to the students the picture of human body. It uses a sentence-based grammatical syllabus.

3   FINDINGS AND DISCUSSION

3.1   Findings

The result of pretest of young learners on vocabulary test is classified as follows;

Table 2 The Frequency and Percentage of the Result of Pretest through Vocabulary Test

No	Classification	Score	Pretest	
			Frequency	**Percentage**
1.	Very Good	86 – 100	2	6,67%
2.	Good	76 - 85	6	20%
3.	Fair	56 - 70	7	23,33%
4.	Poor	41 - 45	5	16,67%
5.	Very Poor	< 40	10	33,33%
	Total		**30**	**100%**

Table 2 above indicates that the score of the students' pretest of the English department students of FKIP UMPAR is low and unsatisfied.

The result of posttest of young learners on vocabulary test is classified as follows;

Table 3 The Frequency and Percentage of the Result of Posttest through Vocabulary Test

No	Classification	Score	Posttest	
			Frequency	Percentage
1.	Very Good	86 – 100	9	30%
2.	Good	76 - 85	6	20%
3.	Fair	56 - 70	12	40%
4.	Poor	41 - 45	2	6,67%
5.	Very Poor	< 40	1	3,33%
	Total		**30**	**100%**

Table 3 above indicates that the students' achievement in vocabulary mastery is getting improvement. It means that the application of Total Physical Response (TPR) method integrated with picture is able to enhance the students' vocabulary mastery. In other words, it is interesting activity and good media for the students.

The significant difference of student's achievement on reading comprehension is tabulated as follows;

Table 4 The Mean Score of the Students' Pretest and Posttest

No	Test	Mean Score
1.	Pretest	54,9
2.	Posttest	72,52

From the data on the table 4 above, it proves that the mean score obtained by the students is different. The result of posttest is better than the result of pretest. The score of pretest can be classified as poor classification and the score of posttest can be classified as good classification. The data indicates that after getting treatment through Total Physical Response (TPR) method integrated with picture, the student's score obtained increase.

The result of t-test and t-table value was tabulated as follows;

Table 5 The Result of Computation of t-Test Value and t-Table Value

t-Test Value	t-Table Value (N=30)
4,69	2.045

The data on the table 5 above shows that Total Physical Response (TPR) method integrated with picture in teaching vocabulary can enhance the vocabulary mastery of young learners. The result of t-test statistical analysis shows that there is significant difference between the student's achievement on the pretest and the posttest.

3.2 Discussion

The result of the research proves that teaching vocabulary through Total Physical Response (TPR) is effective to enhance the young learners' vocabulary mastery. This statement is proved from the result test of the young learners before and after given treatment was significantly different. The data shows that before giving the young learners the treatment, their scores is low. In pretest, the main reason why the students obtained low score in vocabulary test because they are still unfamiliar with the words and they don't know the meaning of the words. Consequently, they failed make sense of the words.

After giving them the material/treatment, their vocabulary mastery becomes improve with the most of them got score in good classification. This means that the means score between the result of pretest and posttest is significantly different. The application of Total Physical Response (TPR) method in teaching vocabulary can enhance the student's interest in learning vocabulary. Moreover, they involve actively to practice the words in classroom. Consequently, they memorize the words.

4   CONCLUSIONS AND SUGGESTIONS

4.1   Conclusions

Based on the findings of the achievement test presented in the previous item, the researcher concludes that the application of Total Physical Response (TPR) method integrated with picture can enhance the vocabulary mastery of young learners. It can be said that the result of the analysis of the data by using t-test statistical procedure shows that there is significant difference between the achievements of the students before and after treated through Total Physical Response (TPR) method integrated with picture. After the students were treated through Total Physical Response (TPR) method integrated with picture, their achievement increases. This statement can be proved from their mean score in the posttest (72.52). It is higher than their mean score in the pretest (54.9). The conclusion was supported by the hypothesis testing that t-test value (4.69) is greater than t-test table (2.045). It means that, teaching vocabulary through Total Physical Response (TPR) method integrated with picture is effective and a good teaching method and media to enhance the students' vocabulary mastery especially the young learners.

4.2   Suggestions

In respect to the improvement of the students' knowledge of English in learning vocabulary, the researcher puts forward some suggestions as follows;

(i)   It is suggested to English teachers to apply Total Physical Response (TPR) method integrated with picture as one of the alternative teaching method in teaching vocabulary.

(ii)   The English teachers should be creative to manage the method used to improve their ability in teaching vocabulary.

(iii)   The English teachers should apply the various teaching media in teaching vocabulary in order to make class more effective and interesting for the students.

(iv)   For the students, should be highly motivated to study especially learning vocabulary mastery through TPR method integrated picture.

(v)   For the next researchers, they are expected to deal with some appropriate good method and media to develop the students 'vocabulary mastery.

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BLENDED LEARNING THROUGH SCHOOLOGY IN WRITING CLASS: STUDENTS' ATTITUDE

Luh Diah Surya Adnyani
luh_diah@yahoo.com

Universitas Pendidikan Ganesha
Singaraja Bali Indonesia

Abstract

The aim of this study is to find the attitudes of students toward blended learning through schoology. Schoology, a social network-based tool which combines the main feature of Facebook with that of moodle-based learning management system, is still a novelty in writing 3 course at English Education Department of Ganesha University of Education, Singaraja, Bali. The instructor gave writing instruction in a blended learning fashion combining traditional learning mode with schoology. Schoology is described as an online learning, classroom management, and social networking platform that improve learning through better communication, collaboration, and increased access to curriculum and supplemental content. The participants who participated in this study were 62 students who took Writing 3 course. A questionnaire and interview were used as data collection tool in this study. The finding revealed that students have a positive attitude toward blended learning. Students found it was easy to use and were motivated to be more engage in writing course since the discussion platform used in schoology is visually and functionally similar to facebook.

Keywords:blended learning, schoology, students' attitude.

5   INTRODUCTION

Blended learning which grows rapidly nowadays is a learning approach that contains different types of education techniques and technologies. It combines face-to-face education and online learning activities. The combination appears as a result of improvements in education and technology to provide more efficient and effective education experiences and flexibility in teaching learning process (Harriman, 2004).

Both teachers and students can take advantage from the implementation of blended learning. In face-to-face activity in the classroom, teachers can hold workshop, coaching, exercises, and give feedback on activities and paper-based tests. Self-paced e-learning is good for simulations, online case studies, interactive learning modules, e-mail, bulleting boards interactions, online assessments, and other forms of computer based learning. While application exercises, online coaching, interaction between students, online feedback, assessment, chat, and instant messaging can be held by using live e-learning. Meanwhile, for students, blended learning can improve their academic achievement, it can be applied to different learning styles, and allows them to access to knowledge and interact with other students and teachers anywhere and anytime (Harriman, 2004; Kose, 2010).

One of online learning activities is using Schoology platform. It is a web-based course management system which incorporates the social networking format into the academic classroom. It is just like Facebook. Teachers can create, share, and edit academic material such as tests, quizzes, assignments, homework, discussion boards, projects, and grades that can be completed directly on the site. Students are given opportunities to express themselves in a non threatening environment while also seeing the comment, suggestion, and response of other students on online discussion on schoology.com. Students get experience how to communicate appropriately and respectfully, as well as how to respect the opinions and ideas of other students. The online discussion activity can be conducted anywhere as long as there is an internet connection. It means this activity saves time in the classroom, but still teaches important skill (schoology.com).

Blanded learning through Schoology was implemented in English as foreign language Writing classes in Ganesha University of Education, an Indonesian state university. In face-to-face activity in the classroom, the lecturer held coaching, discussion about the material, workshop for students to make their own writing, consultation session, and giving feedback on activities and students' writing. While On online learning activity, the students post their writing about the topics that had been agreed, and they can give opinion, idea, or suggestion to other students' writing.

This blended learning activity through Schoology was firstly introduced in writing class in this English Education Department of Ganesha University of Education. It was still new for students. Therefore it was important to conduct study to find the attitude of students toward blended learning through Schoology. Students' attitude of their academic experience while enrolled in a program determine their satisfaction, and students' satisfaction is one of significant factors that determine the overall success of the students in learning (Oja, 2011).

6   METHOD

This study employed descriptive qualitative design in order to gain more information on students' attitude toward blended learning through Schoology. The whole data of this research were taken from both questionnaire and interview. The participants of this study were 62 English Education Department students of Ganesha University of Education, in their fourth semester, enrolled in Writing 3 course, a course about essay writing. All of those students have completed writing 1 course about sentence construction and writing 2 course about paragraph writing. Among those writing classes, blended learning through Schoology was firstly implemented in Writing 3 course. Therefore blended learning through Schoology was something new for the students.

In the first three meetings, the teaching learning activities were focused on the structure of essay. In the first meeting, the students were guided to make an account in www.schoology.com and given access code for online learning activity. The materials about the differences of paragraph and essay and how to make an introduction were discussed in that first face-to-face meeting. They were also asked to involve in online discussion about what they know, they heard, and their impression about writing an English essay. In the second meeting, the discussion was focused on how to make body paragraph, and the third meeting was focused on conclusion: both concluding sentences and concluding paragraph.

Next twelve meetings, the blended learning through Schoology was conducted. There were four types of essay targeted in one semester; they were descriptive, narrative, cause and effect, and comparison and contrast. Each type of essay took three meetings.

The first meeting was for explanation and discussion about the type of essay. The materials were ready in Schoology, the students were required to download and read them before the class. In the class room, the activities were discussing the materials and analyzing a sample of essay. The second meeting was for workshop activity to write a five paragraph essay. The essay was then submitted and at the end of thatsecond meeting, the topic for online discussion was chosen. The students were given one week to do online discussion. They should post their writing on the agreed topic and they could write their idea, opinion, or suggestion on their friends' writing. In the third meeting, the students' paper was returned and they were free to ask about the feedback and the revision. It was consultation session about the essay made in the second meeting.

In the sixteenth meeting, the last meeting of the course, the students were given questionnaire about their attitude toward the implementation of blended learning through Schoology in writing course in that semester. The questionnaire consisted of a five-point Likert scale: 1 (*stronglyagree*),2(*agree*),3(*neitheragreenordisagree*),4(*disagree*),and 5(*stronglydisagree*). In addition to this, an interview was conducted to all students to verify the data and gain further information. During the interview, students' responses were recorded. There was also discussion about the due date to upload students' writing in their personal blog. All essays both in face-to-face activity and in online discussion on Schoology should be revised based on the comment from the lecturer and their peers, and uploaded to their personal blog.

After the data were collected, they were analyzed by using descriptive qualitative analysis on the questionnaire and the interview. The datacollectedfromtheLikert-scalein the questionnaire were compiledandanalyzed.The answers were processed and presented in percentage.Then,theresponses from the interview were transcribed and analyzed.

7   FINDINGS AND DISCUSSION

It was found from the first online discussion in the first meeting that most students thought writing an English essay was very difficult. Most of them seldom or even never made essay in Bahasa Indonesia, and in that semester they should make English essays. They were threatened and scared just by imagining the difficult activity in Writing 3 course. However, since the essays should be revised and uploaded in students' personal blog and the topics of each type of essay were related to their personal experience, all students or 62 students (100 %) stated that their essays both in face-to-face meeting and on Schoology were original, truly made by themselves. They made the essay to know the progress of their own ability in writing English essay. They did not want to be plagiarist.

Blended learning through Schoology was a new thing for 62 students who took Writing 3 course. There were 60 students (97 %) loved the implementation of blended learning.They could learn and discuss the theory in the classroom and made their own essay based on the information they had. Moreover, they waited for the consultation session in the face-to-face meeting to get clarification from the lecturer about the feedback in their writing or to consult the new words or sentences as the revision of the previous one. Sometimes 100 minutes face-to-face meeting could not cover all needs of students who wanted to do consultation, therefore they felt online learning activity could facilitate them to do consultation with the lecturer outside the schedule. They could send message on Schoology to ask about the feedback or the revision anytime without meeting directly with the lecturer. Students felt the blended learning using Schoology was so flexible and practical. It is in line with the concept of blended learning that gives flexibility in learning process (Harriman, 2004) and blended learning tend to be more

realistic, descriptive, very practical, and flexible (Wolterin, Herrler, Spitzer, & Spreckelsen, 2009 in Aritonang 2014).

Besides enjoying the flexibility of personal consultation, students felt big curiosity about Schoology. Schoology made them challenged and more independent. It was a new thing in their learning activity and they were happy when they found out that it was so easy to use, simple, just like Facebook.It was fun using Schoology, they could interact with the lecturer and other students, like in social media but in more academic atmosphere. It proved that onlinelearninginvolvesself-directedlearning (Macintyre&Macdonald,2011). Despitethe convenienceassociatedwithonlinelearning,students perceiveitasmorechallengingactivity (Kim,Liu,& Bonk,2005). As what experienced by students, Schoology is easy like Facebook because schoology, a network platform which is more likely to be user-friendly and has social feature, allows students to interact with the teacher and the peers, improve learning through communication, collaboration, and accesstocurriculumandsupplementalcontent (Schoology, 2015). Students' positive feeling against what was stated by Astani, ready, & Duplaga (2010) that studentswhoaretaking onlinecoursesforthefirsttimearemore uncomfortablewith theonlinelearningsystemandtendtohavemorenegativeperceptionsabouttheirlearningexperie ncethanstudentswhohaveusedthesystem.

At the beginning, they felt it was complicated because they had never heard about Schoology before, they should dealt with a new thing in one semester, they needed to register, chose role as student, put access code given by lecturer, but then, after they realized it was almost similar to facebook, they started to enjoy it. Students felt Facebook and Schoology were similar because they could post something, like, and comment on others' posting. They could also chat, send files, and put their picture. By using schoology, they could do online learning activity anytime and anywhere as long as there was internet connection. They could do at campus, at home or boarding house, or in internet café. The time was also flexible; they could do online discussion in the morning, afternoon, or at night.

This online learning activity needs internet connection. This is one problem faced by the students in blended learning. The students were very familiar and actively involved in social media. It indicated that they did not have problem in internet connection. They could access Schoology by using their laptop of smartphone. For the students who were not facilitated by internet connection in their house or boarding house, they could use free wifi at campus. They needed to manage their time to do online learning activity on Schoology, attend the lectures based on the schedule, make other lectures' assignment, be active in campus organization, and do personal activities. Most students who faced internet connection problem made their essay at home or boarding house and submitted or posted on Schoology using free wifi at campus.

Despite the similarity, students felt Facebook and Schoology were different. The difference was on Facebook they could post anything they want, and expected people like and comment it without any tension, while on Schoology, the activity was more academic. They needed to post something based on the agreed topic, write in good English, and it would be read, liked, or given comment by the lecturer and their friends on the content, organization, vocabulary, grammar, and mechanic, introduction of the essay that can attract readers' attention, appropriate thesis statement and topic sentences, supporting details, and closing of the essay. Those differences gave tension to students.

The tension made 48 % students were not confident with their writing. The most common reason was that the students felt their writing was full of mistake. Although they had been given correction, they still made mistakes in their next writings. They were not

ready other students read their bad writing. They wanted to present perfect thing, but they knew their ability in writing. In addition, they were afraid judged by other students, especially the students who had better ability in writing.

Another reason was they were not confident when they knew other students had submitted the assignment while they had not finished their writing or even they had not started due to lack of idea. There were 11 students or 18 % stated that they had difficulty in finding idea, especially when they were not happy with the agreed topic. The topics were decided by voting. For example in narrative essay, the lecturer invited the students to write on the board the topic they wanted to write. The topics should not be something that was too personal because it would be read by other students in that class and anyone in this world after they post that writing in their blog. Next step, every student should choose which topics they were comfortable with. They could choose more than one topic. Then the most favorite topic would be the winner and all students should write an essay about it. The students who were not satisfied with the chosen topic found it difficult to get idea to make interesting and impressive essay and submit or post it as soon as possible.

On that online learning activity, all students try to post their writing as soon as possible because the first three students were given star by the lecturer and announced on Schoology. Schoology provides badges feature that allows the instructor to create reward for the students, for example for their active participation in the classroom, for most active student, for creative answer, and others (Schoology, 2015). In this Writing 3 course, the lecturer gave stars for the first three students who posted their writing on online discussion. This reward was given to motivate the students to write their essay soon although they were given one week as the due date time. The weakness of the students commonly is delaying something and ended by making assignment one day before the due date, they stay up late to finish the assignment, so that they cannot make their best. The second reason was to make the students manage their time. They needed to make an essay, post it, read the comment given to their writing, read and comment other students' writing, and also deal with other personal schedules like lectures, organization and others. The third reason was sometimes students could not find idea so they could not proceed writing their essay, but if the students gave serious attention to the assignment, and knew other students had been given stars, they would get one. Therefore, when the lecturer announced 3 students who got stars, other students would be motivated to make and post their essay, and also give comments.

It was interesting that two students complained about the badges system. Their argument was the lecturer should give stars to first three students who write best essay. When the stars were given based on the time the students posted their essay, they tended to just write an essay to get star. This argument was appreciated by the lecturer and the lecturer explained the above-mentioned reasons and also explained that the essay was scored based on the rubric. It had been informed at the beginning of the course that the essay was scored based on the (1) introduction organization of their essay: whether the thesis statement is well-focused and clearly address all elements of the writing prompt, (2) support for the thesis: whether each body paragraph contains a topic sentence and has relevant supporting details, (3) commentary: whether the essay contains explanation, analysis, discussion, comparison and/or contrast that demonstrate mastery and depth of understanding, (4) conclusion: whether the essay closed with strong and logical conclusion, (5) grammar and word usage, and (6) Spelling and punctuation. So every student should pay attention on the category in the rubric when they made essay.

On online discussion, the students were free to like and give comment to other students' writing. They could state their impression about the content or give suggestion based on the rubric. Most students were not confident and afraid other students knew that

their writing had a lot of mistakes, but they said they realized they needed the lecturer and other students to give them feedback on their writing to minimize the mistakes in the next session. In short, they wanted to have comment and feedback about their writing, but they were afraid other students knew they had a lot of mistakes in their writing.

Out of the feeling of being ashamed and afraid of the imperfect writing, all students agreed that they learn a lot from the correction given to their writing. In writing the essay, they were required to give number in front of each sentence to make the lecturer and their peers easier in mentioning the words or sentences that needed to be corrected and to make them focus on the parts they should revise. Besides, the students also agreed that they expected many students liked and gave comment in their writing. It would give special personal feeling if many students liked and commented their writing. It meant that other students appreciated their writing. Two students stated that they were not confident in online discussion because there was no one except the lecturer gave comment in their writing. They thought their writing was not interesting enough and it made them upset but at the same time be motivated to write more interesting essay in next session.

In revising the essay and in making better essay, the students read their own and other students' essay and focused on the correction given both from the lecturer and the peers. Then they tried to revise the inappropriate words, sentence, concept, or others by themselves, they read other sources about essay writing from the book or internet. When they were confused, they asked their friends or their seniors, or they consulted with the lecturer in face to face meeting consultation or on Schoology. Reading other students' essays and their feedback made them reflect to their own writing and prevent them make similar mistakes.

Although they had learned about the feedback, many students stated there were still some mistakes in their next writing. Sometimes they made similar mistake to the previous ones, sometimes new mistakes. They needed to be more careful, remember the previous correction to their own writing and to other students' writing to avoid making similar mistakes. This was one reason of their unwillingness to be actively took part in online discussion. There were 34 students or 55 % stated that they were not active in giving comments on online learning activity on Schoology. They read their friends' essays but they were reluctant to put their comment there.

There were several reasons why the students did not take part actively in giving comment on online discussion. The first one was because they still made mistakes and they thought that they were not capable in commenting others' writing. The second reason was internet connection. Reading and commenting their friends' writing on Schoology needed internet connection. It would influence their budget if they did online learning activity at home or in their boarding house. Actually they could use free wifi at campus to minimize the budget. The third reason was they had tight schedules and assignments from other lecturers, and the forth was that they were busy in organization. They needed to manage their time properly. The last reason was because there was no rule about how many comments they should give in the online discussion. This last reason was good feedback for the lecturer.

8   CONCLUSIONS AND SUGGESTIONS

Blended learning through Schoology in Writing 3 course was a new thing for 62 English Education Department students of Ganesha University of Education, Singaraja Bali. Based on the questionnaire and interview, the students felt the learning process was fun, challenging, and motivating. Face-to-face meetings gave them insight about the structure

of essay and types of essay, chance to write essay, and consultation session with the lecturer, while online learning activity made them interact with lecturer and other students, like in Facebook, they could post their writing, like, and put comment, but in more academic atmosphere.

Two things that should be given more attention in using blended learning through Schoology are students' confidence and their willingness to give comment on online discussion. Many students felt ashamed and afraid of their imperfect writings that contain a lot of mistakes were read by other students. They did not want other students to know that, but they realized they needed comment and feedback by the lecturer and their peers. The correction given to their writing made them improve the quality of their writing. The lecturer should emphasize from the beginning that like in Facebook, every students in their class have access to do the online discussion. Everyone can read others' writing, can like, and also give comment. They should be open-minded because the correction may help them improve their ability in writing so that they will not make similar mistake in the next session. The second thing that should be given attention is students' willingness in giving comment on online discussion. It is better that the lecturer give rule in online discussion that require students to put comment in for example 5 students' writing. It may make all students participate on online discussion.

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463FORMAL AND INFORMAL EXPOSURE IN ACQUIRING ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA – TEACHERS' CHALLENGE IN THE 21ST CENTURY

Fransisca Endang Lestariningsih, S.Pd., M.Hum.
endang@staff.ukdw.ac.id

Universitas Kristen Duta Wacana
Jl. Dr. Wahidin 5-25 Yogyakarta

Abstract

Indonesian students have got English subject since they are in middle school (SMP). In addition, based on the policy of the Department of Education and Culture of the Republic of Indonesia No. 0487/4/1992, Chapter VIII, English may even be thought earlier, in elementary school, and it has been one of the exceptional subjects in almost every elementary school in Indonesia. There are, however, still many students, who continue their studies to higher education, who do not have good enough skills in English, especially for reading references, writing reports, discussing, and presenting academic topics.

This paper would like to analyze the reasons behind the "failure" of acquiring English among students in Indonesia by reviewing some articles concerning with second language acquisition and teachers' challenge in the 21st century, and to give some recommendations to teachers with the emphasis on the formal and informal exposure of the usage of English.

Keywords: formal exposure, informal exposure, EFL, 21st century challenge

1 INTRODUCTION

The ASEAN Community 2015 is a crucial factor for English teachers since they are becoming to be the core influence in the development of almost all aspects of life, especially in economic and education. Based on ASEAN Charter 2007 "the working language of ASEAN shall be English" (Article 34). This directly shows how important the role of English teachers is in the ASEAN country, especially in Indonesia, where English is not used in the daily life, but served as the foreign language. English teachers in Indonesia are challenged with more complicated situation compared to other ASEAN countries, such as Singapore, Malaysia, and The Philippines, where English is served as their second language and the students of those countries are exposed to English in their daily life.

Itje Chodidjah, an education and ELT consultant once challenged English teachers by a very interesting question, which is perhaps never been thought before, "Do

English teachers have big influence in the development of economic, industry, and education in Indonesia today?"[3] The question implies circles of control and no control in the hands of English teachers. In one hand, the four competencies a teacher should have: pedagogic, professional, social, and personalities, are among the inner circle of teachers' control. Globalization, on the other hand, plays the circle of no control, in which teachers cannot steer what can be done by globalization towards their pupils. One thing that is true in the globalization era is that the need of quality English teachers to fulfill the demand of quality school graduates in this era of time cannot be delayed (Richards, 2008). In addition, Green (2011) argues that "Not surprisingly, globalization and the status of English as a world language are affecting the teaching and learning of English worldwide".

The challenging situation of Indonesian students learning English is shown by some facts, which put them left behind by the counterpart countries. The Ministry of Trade (2014) revealed that compared to Malaysia and OECD (Organization for Economic Co-operation and Development), the quality of Indonesian human resources towards the national industry performances was a way lower. The highest percentage of Indonesian workers was from the elementary education, while workers from Malaysia and OECD had secondary and tertiary education background. This condition is worsen by the English proficiency of Indonesian students, who will be the workers someday, as well as other proficiency such as PISA (Program for International Student Assessment) held by OECD. Based on the OECD PISA 2009 and 2012 database, the ranking of Indonesian students participated in PISA plummeted. Indonesia was in the 56ᵗʰ position in 2009, and in 2012 the rank was a way decreased to 64ᵗʰ. The more interesting fact is that the position of Indonesia is always lower than the neighborhood countries in the South East Asia.

Having the rationale above, teachers should be aware of the recent trend upon their students. Teachers, sometimes, are complaining about how different their students are compared to decades ago when the teachers were still becoming students themselves. They, most of the time, forget that the world is always changing, including the students' way of thinking and lifestyle. Thus, updating the newest situation is a must for a teacher. Among the new conditions are the methods of teaching and the outside the classroom conditions. We are now living in the post-method pedagogy that makes the best of whatever theories for the sake of students learning in a real situation (Kumaravadivelu, 2003) and in the reality that there will be many Asian people, who can speak English more fluently than our Indonesian students, who will be our competitors in Indonesia. English is now becoming an international language, englishes, where there is no certain pole to be used as a reference of standard English. This situation, in one hand, provides good exposure for the students outside the classroom. On the other hand, it will lead to various acceptable and unacceptable English, not to mention that English must be standardized.

This paper, then, aims at reviewing some articles concerning with foreign language acquisition and teachers' challenge in the 21ˢᵗ century, and to give some recommendations to teachers with the emphasis on the formal and informal exposure of

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[3]It was said in a conference held by IETA (Indonesian English Teachers Association), the 3ʳᵈ National IETA Conference", in March 2015 in Yogyakarta, Indonesia.

the usage of English. The failure of mastering English of many of the Indonesian students compared with the neighboring countries will be discussed first.

2   FORMAL AND INFORMAL EXPOSURE OF ENGLISH IN THE NON-ENGLISH SPEAKING COUNTRY

British Council defines exposure as "the contact that the learner has with the language that they are trying to learn, either generally or with specific language points. Referring to the language in general, it often refers to contact outside the classroom". A learner studying in a country where English is spoken as the first language, the inner circle such as the US, England, and Australia, has a lot of exposure and so more opportunities to learn. In the case of Indonesia, however, where English plays as a foreign language, the above definition does not match the real condition. In term of exposure, Krashen and Seliger, 1976 (in Krashen 1981), define it as the product of the number of years students spend in an English-speaking country and how much English they speak every day. This definition is side by side with the first definition where most of the Indonesian students do not have opportunities to get it.

It is true that exposure is of essential importance in increasing first language (L1) acquisition, as argued by Kennedy and Steinberg (in Ismail, 1991). The question now is whether it is also crucial in enhancing foreign language acquisition. Regarding the term foreign language used in this paper, it is different with the term second language, as Krashen (1991) argues that

> *First language influence may thus be an indicator of low acquisition, or the result of the performer attempting to produce before having acquired enough of the target language. It is, not surprisingly, found most often in foreign language, as opposed to second language situations, where opportunities for real communication are fewer, and is only rarely seen in "natural" child second language acquisition.*

The above quotation explicitly shows that Krashen differentiates between the terms second language and foreign language. In line with what Krashen writes, the condition of English in Indonesia puts it as a foreign language since opportunities for real communication are fewer, and is only rarely seen. The most important issue here is the "real communication" which means that English is used in daily communication as another language that is used side by side with the first language such as what is happening is Singapore and Malaysia. Exposure, thus, is not easy to be given to the Indonesian students learning English, if not to mention that it is almost impossible. However, we should also distinguish children learning languages and adult do.

Children learn languages much more quickly and efficiently than adults do aswhat is argued by Felix dan Schwartz (in Haznedar dan Gasruseva, 2008)

> *Child L2 (second language) learners, unlike L2 adults, are considered to be much more successful in terms of rate of acquisition and ultimate attainment of L2 properties and hence have been argued to have full access to UG (Universal Grammar)".*

Thus, exposure, solely,is sufficient for a child to obtain a new language while adults fight in language classes trying to apply rules. The capability to learn languages decreases after they reach puberty, though. That is why Krashen (1991) offers two hypotheses regarding second language acquisition:

(i) The informal environment can be efficiently utilized by the adultsecond language learner.

(ii) Formal study, or its essential characteristics, is significantly moreefficient than informal exposure in increasing second languageproficiency in adults.

The hypotheses seem to put both the formal and informal exposure in the same position, even argue that the formal exposure is more efficient than the informal one. Even though the hypotheses, especially the second one, were argued by Krashen, himself, as he said that there was no studies that provide counterevidence to a modified version of hypothesis II mentioning that formal environments are also beneficial.

The rest of this paper will, then, review some articles showing the importance of both formal and informal exposure in learning and acquiring English as a foreign language and some recommendations on how to apply both exposures in the context of Indonesia.

3 INFORMAL EXPOSURE IN ACQUIRING ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA

In the context of Indonesia, informal language environment is not easy to find in the daily life. Although, as an international language, one can easily find English discourse everywhere, such as signs, advertisements, news, announcements, etc both in the written and oral forms and in the paper-based and electronic-based forms, still finding the real situation which can support English learners to real communication in English is not an easy task. To practice their English, students should create the nurtured environment, such as practicing with peers and having an English club (covering all English skills: reading, writing, listening, and speaking). This fact does not mean that it is impossible to expose students to the informal language environment. The following research result conducted by Ajileye in Illorin, Nigeria may be useful as an illustration since the condition is almost the same as Indonesia, where English is served as a foreign language.

Through this study also it has been confirmed that second language learners do not have equal exposures to English language use outside the classroom. This research has also revealed that schools where students are from a heterogenous language background have greater opportunities for English language use and practice than in schools where students are predominantly from one language background. English language is used as a means of social interaction.

From this study, it is observed that many of the learners do not maximise their opportunities to acquire and learn English language. A majority of them for example prefer to listen to and watch radio and television programmes that do not necessarily increase their learning of English. Several of them prefer programmes in their native language to those in English. Also many of the students scarcely read novels or literature books written in English once it is not included in their curriculum.

There is a link between the home and the school. When the target language functions in the environment of the home, its learning would be enhanced. Parents that have aknowledge of the target language should not limit communication with children to their native language. The job ofEnglish language teaching should not be abandoned to the English language teachers. Teachersof other subjects, parents as well as learners themselves should exploit language opportunities tomake useful contributions to learners proficiency in English language. Opportunities for languagelearning through the mass media should be exploited. Learners should read news papers, informative and educative

magazines and journals in English. Some of these could later be discussed in the class from the perspective of information, entertainment and education. Emphasis could be placed on grammar, style and semantics of English language use. Media houses should design programmes that are more responsive to learners' needs at their various levels of linguistic development.

The gap in exposure among various categories of learners can be reduced if teachers deliberately function as path-finders to exposure and in sensitizing the learners to the importance of exposure in language learning. There is the need to import into the classroom exposure opportunities from outside the class. Rather than be a problem for language learning, multilingualism is a bonus. It can enhance learning of English language in a multilingual environment where there is no lingua franca.

The above study truly represents the Indonesian condition. Students do not have high opportunity to be exposed in using English. Even in the academic level, English is not highly exposed. In all level of education, since the elementary education until the higher ones (post graduate), Indonesian students are not used to writing academic papers in English. This is contrary to the fact that in Indonesia, English becomes the first foreign language that is being compulsorily taught since students are in the secondary school (*Sekolah Menengah Pertama*).

This condition is worsen by the fact that English is, most of the time, not taught correctly. The policy of the Department of Education and Culture of the Republic of Indonesia No. 0487/4/1992, Chapter VIII enables students to get English when they are in the elementary school. This policy is good in terms of the language acquisition since according to Felix dan Schwartz (in Haznedar dan Gasruseva, 2008) "Child L2 (second language) learners, unlike L2 adults, are considered to be much more successful in terms of rate of acquisition and ultimate attainment of L2 properties and hence have been argued to have full access to UG (Universal Grammar)". Moreover, Vygotsky with the ZPD theory (*Zone of Proximal Development*) proved that verbal learning, social interaction, and culture could enhance learning optimally. Vygotsky's ZPD theory is (Suyanto, 2012) "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers".

However, the policy is not in line with the real condition. The demand of the society that English is given in the early education is sometimes too high that it does not meet the optimal condition of the schools. Many elementary schools seems to have the obligation to give English even though the infra-structure and the human resources are not yet ready. There are many English teachers assigned to teach English by the school principles even though they are not from the English education background. Moreover, most of the time, teachers do not have enough English curriculum or syllabus guidelines which are suitable for teaching English to young learners. This condition may lead to disadvantage towards the pupils themselves.

4   TEACHERS' CHALLENGE

In the classroom, 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. As a competent speaker of the language, the teacher themselves can provide useful examples of language, and can also use natural input from cassettes, television, video, web sites, magazines, and books (British Council). The above example is the formal form of English exposure. All activities given and created by both teachers and learners in the

classroom context are considered as formal exposures. Effective teaching methodologies are, then, very important in nurturing the real situation in the context of teaching and learning process. The following is the trend of post-method pedagogy in teaching.

Kumaravadivelu (2003) affirms that the post-method pedagogy helps us to move beyond methods, as also mentioned by Richard and Rodger (2003: 250) who state that education practitioners should consider things that are called beyond approaches and method. This pedagogy has three parameters: particularity, practicality, and possibility.

Particularity is the sort of techniques used by teachers depending on the teaching situation, i.e. where, when and to whom they are teaching. The situation is believed to determine the 'how' factor in teaching, and the socio-cultural and political issues affecting the teaching process. EFL teachers should therefore have a good understanding of the situation. In the case of Indonesia, teachers should be able to analyze of the situation with layers of contexts, covering the classroom context, school context, the surrounding context, the regional context, the provincial context, the national context and the global context. The availability of learning resources and policies related to EFL teaching should be considered in the analysis. Above all these are their students' characteristics, including their language aptitude, attitudes to English, levels of multi-intelligences/abilities, learning styles, personality types, interests, and values, as well as their age. With the notion of particularity, any language pedagogy, to be relevant must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in particular socio-cultural milieu" Kumaravadivelu (2003: 34). In other words, there should be a relationship between the teaching context and the applied methodology. The time has gone when methods and grand theories are regarded to cover everything. Particularity requires teachers to be knowledgeable of language teaching methods and techniques from which they can choose the one(s) suitable for their students in a particular place and time and with which they can comfortably serve their students. In other words, in their own ways, they can benefit from any method/technique for the sake of nothing but their students' learning and their professional development.

The second parameter is practicality. By practicality Kumaravadivelu (2003) argues that a method should be applicable in real situations so that it can build the bridge between theories and practice. Moreover, Kumaravadivelu (2003) argues that

The parameter of practicality entails a teacher-generated theory of practice. It recognizes that no theory of practice can be fully useful and usable unless it is generated through practice. A logical corollary is that it is the practicing teacher who, given adequate tools for exploration, is best suited to produce such a practical theory. The intellectual exercise of attempting to derive a theory of practice enables teachers to understand and identify problems, analyze and assess information, consider and evaluate alternatives, and then choose the best available alternative that is then subjected to further critical appraisal. In this sense, a theory of practice involves continual reflection and action.

With this parameter in mind, teachers is expected to derive theories from their practices and then practice what they have theorized. This can be conducted through cycles of action research studies. By trying to derive a theory from their own practice, they can understand and identify the existing problems, and therefore, can opt the best way to teach. Such teachers then have an unexplainable sense of plausibility, i.e. a sense of what makes a good teaching (Prabhu, in Kumaravadivelu, 2003).

The parameter of practicality also requires teachers to have sense-making of good teaching, which according to Van Manen (in Kumaravadivelu, 2003) could be mature over time as they learn to deal with the pressures representing the content and character

of professional preparation, personal beliefs, institutional constraints, learner expectations, assessment instruments, and so forth. This nature of having sense-making of good teaching, thus, requires teachers to view pedagogy not only as an instrument for maximizing learning opportunities in the classroom but also as a means for understanding and transforming possibilities inside and outside the classroom. Further result of this parameter will lead teachers to the third parameter, possibility.

The last parameter, possibility, means that the method should be appropriate socially, culturally, and politically. It seeks to tap the sociopolitical consciousness that participants bring with them to the classroom so that it functions as a catalyst, as well, for a continual quest for identity formation and social transformation. Naturally teachers and students attend the classroom with all their beliefs and thoughts as well as their personalities. Their personalities inside the classroom are then the same as their personalities outside the classroom in their everyday lives. Meanwhile, Giroux (in Kumaravadivelu, 2001: 543) maintains that pedagogy of possibility refers to "the need to develop theories, forms of knowledge, and social practices that work with the experiences that people bring to the pedagogical setting." Kumaravadivelu, (2001 & 2003) also indicates that in some situations the students' resistance has reframed and reinterpreted the textbooks because of mismatch in the method and the sociopolitical issues. These three dimensions of the post-method pedagogy are interwoven and "each one shapes and is reshaped by the other" (Kumaravadivelu, 2003: 37).

This is true that the post method pedagogy, indeed, helps teachers to find the best way to create formal linguistic environment, which will expose the students to effectively master their English. However, Krashen (1991) argues that both formal and informal environments are equally important, "informal environments, when they promote real language use (communication) are conducive to acquisition, while the formal environment has the potential for encouraging both acquisition and learning" (...).

5 CONCLUSION AND RECOMMENDATION

Formal and informal (natural) language environment which will provide students to expose English are now available in all aspects of life. Although English serves as a foreign language in Indonesia, it does not mean that it cannot be found in natural environment. The development of information technology becomes the best ever informal exposure that can provide learners with real situation in communication. Thus, English teachers should be able to read that situation and to encourage their students to enhance their English through maximizing both formal and informal language environment.

The fact that English is not exposed to the academic level (through academic writing) becomes the other challenges for the English teachers. English teachers could serve as the agent of change in shape and re-shaping both the teachers and the students in exposing English since English, as an international language, is becoming more and more important.

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468IMPLEMENTING SOCIAL CONSTRUCTIVISM FOR TEACHING CONTENT SUBJECT IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM

Astri Hapsari
astrihapsari.0@gmail.com

Universitas Islam Indonesia
Kampus Terpadu, Jalan Kaliurang KM-14,5 Yogyakarta 55584

Abstract

Rooting from Vygotskyan school of thought, social constructivism has been in the center of post-structuralist theoretical framework in second language acquisition and learning. Two of the crucial concept in social constructivism are collaborative learning and zone proximal development (ZPD) which enable learners to practice their higher order thinking process through their interaction with more knowledgable others such as lecturers or peers (Lantolf, 2014; Marchenkova, 2005). This essay will describe how the concept of collaborative learning and ZPD is set in teaching content subject in English as a foreign language (EFL) classroom. The content subject is Teaching Methodologies taught for second semester English Language Education Department students, Universitas Islam Indonesia. Using bilingual approach, the course design consists of four cycles uses various teaching and learning strategies such as lecturing and group discussion in the first cycle, group presentation in the second, lecturing and group discussion and group simulation in the third, followed by writing a proposal for Program Kreativitas Mahasiswa (PKM) academic year 2015/2016 in the fourth cycle.

Keywords: social constructivism, teaching content subject, EFL

Rooting from Vygotskyan school of thought, social constructivism has been in the center of post-structuralist theoretical framework in second language acquisition and learning. Two of the crucial concept in social constructivism are collaborative learning and zone proximal development (ZPD) which enable learners to practice their higher order thinking process through their interaction with more knowledgable others such as lecturers or peers (Lantolf, 2014; Marchenkova, 2005).

1   INTRDUCTION

Social constructivism is closely linked to the notions on human consciousness, both as an individual and as a social being. Lantolf and Appel (1994, p.3) states that for Vygotsky, consciousness, which distinguishes the behavior of human and other living beings, links the individual's knowledge to his or her behavior and it is composed of the self-regulatory mechanism in solving problems and it is the task of psychology to understand how human social and mental activity is organized through culturally constructed artifacts. In modern jargon, the consciousness is called metacognition and incorporates higher mental function of development such as planning, voluntary attention, logical memory, problem solving and evaluation (Lantolf and Appel, 1994). Therefore, when human beings interact in a socially constructed community of learning, a proper learning design with appropriate artifacts will facilitate them to develop their higher mental function.

In the field of English Language Teaching, the work of Vygotsky is often discussed with the work of Bakhtin. Marchenkova (2005), for example, highlights the similarity on Vygotsky and Bakhtin views in understanding how language is conceptualized, the construction of self and other in the dialogic process, and the role of culture in intercultural understanding. Maguire (2006) states that, "When individuals speak or write, they appropriate the social languages and genres that are already in existence in the languages and cultural communities in which they participate or aspire to belong" (p. 169-170). Marchenkova and Maguire's points on Vygotsky and Bakhtin's perspectives clarify that language learning which involves higher order thinking, such as teaching content subject which require certain learning outcomes needs to implement principles of social constructivism in the learning design, such as zone proximal development (ZPD) and collaborative learning.

2   ZONE PROXIMAL DEVELOPMENT (ZPD)

Before discussing higher order mental functions, it is necessary to highlight that for Vygotsky, there are two categories of human mental development. The first is lower order, which are inborn faculties, such as input systems (vision, hearing, tactile, olfactory system) and the second is higher order, which is socioculturally determined mental functions (Lantolf and Appel, 1994). The internalization of these higher psychological functions or consciousness is basically mediated mental activity facilitated by the use of *tool* and *sign* (Vygotsky, 1978; Lantolf and Appel, 1994). The concept of *tool* and *sign* in Vygotskian tradition can be technical/mechanical tools that help human beings to master and control nature or psychological tools/ artefacts/ signs such as algebraic symbols, diagrams, mnemonic techniques (Lantolf and Appel, 1994). Development only occurs when these externalized mediated activities by *tools* and *signs* is internalized.

Development can occur on an individual learner actual development or can be facilitated by other learners in an imaginary zone called zone proximal development (ZPD). Vygotsky (1978) defines the zone of proximal development:

> *"It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (p.86)*

Moreover, Aimin (2013) suggests that it is teaching through interaction which make it possible to create zone proximal development. Lantolf and Appel (1994)

highlight that the essential feature of interpersonal activity is not the carrying out of a task, but the higher cognitive process that emerges as a result of interaction (p. 10).

3 COLLABORATIVE LEARNING

Problem-solving is one of higher level of mental development which can be facilitated in a ZPD-approach learning design. Collaborative learning with the help of lecturer or more knowledgeable peers will fasten the internalization of knowledge. The term of collaborative learning is often mixed with cooperative learning but they have some differences. Panitz (1999) mentions some principles of collaborative learning: working together, spoken and written interactions, social interaction in classroom, voluntary participation. In a social constructivist design, collaborative learning is suggested as the students are ready with their knowledge foundation. If learners are set to work collaboratively with their peers, zone proximal development (ZPD) are set so that less capable learners will be able to learn not only from their lecturers but also from their peers who are more able.

4 IMPLEMENTING ZONE PROXIMAL DEVELOPMENT AND COLLABORATIVE LEARNING IN TEACHING METHODOLOGIES CONTENT SUBJECT

4.1 Learning Design

Teaching Methodologies is the content subject thought as Mata Kuliah Keilmuan Ketrampilan (MKK) in second semester at Department of English language Education, Universitas Islam Indonesia. The learning outcomes are: students are able to: (1) demonstrate a sound understanding on history of teaching methodology along with its approach, methods, design and procedures; (2) apply methods and approaches in a learning context by considering the educational context and learners' characteristics.

In the design of Teaching Methodologies, students are required to present their reading material related to certain approch/method in language teaching, perform a simulation which is based on the approach/method they present, and write a PKM proposal related to approach/method they have presented. PKM (Program Kreativitas Mahasiswa) is a program run by Directorate of Higher Education to give university students opportunity to write their proposals in research (PKM Penelitian), entrepreneurship (PKM Kewirausahaan), public service (PKM Pengabdian Masyarakat), applied technology (PKM Teknologi), innovative design (PKM Karsa Cipta), scientific writing (PKM Artikel Ilmiah) and innovative ideas (PKM Gagasan Tertulis). On social constructivism perspective this means the learning design should make the most of the supporting tools and signs such as the language of, language for, and language through learning shaped by the of interaction between lecturer-students, and students with their peers.

The collaborative learning and how the zone of proximal development are set in the learning design are reflected in teaching strategies and additional activities which are suitable to the principle of social constructivism. The design itself consists of twenty eight meetings which are divided into four cycles.The four cycles are set to give different knowledge exposure experience for the students. The first cycle is more lecturer-centered, the lecturer is the source of the knowledge in a lecturing mode teaching strategy. Students' interaction are set in the discussion among them in groups and questions and

answer session with the lecturer. The second, third and fourth cycle is more student-centered. In those cycles, the lecturer plays the role to be the facilitator of learning.

4.2 Evaluation: Assessment Framework

The practical application of zone proximal development is reflected in dynamic assessment framework which aims to assess an individual's learning potential. In ZPD approach, it is necessary to discover what the person can do through scaffolding(instruction, peer supports or learning aids), because it reflects what the person will eventually be able to do when that help has been internalized (Aimin, 2013).

Table 2. Assessment Components, Weight, and Achievement Indicator

No	Assessment Components	%	Rationale	Achievement Indicator
1	Assignment 1: group presentation	20%	Group presentation describes how the students share knowledge in their learning community, their individual content mastery facilitated in group works and their ability to work collaboratively in groups.	Students are able to present and explain their assigned material in teaching methodologies by scoring minimum 60
2	Mid test: Individual Multiple choice	20%	Test individual ability to memorize and comprehend the content knowledge	Students are able choose the most appropriate answer in multiple choice questions by scoring minimum 60
3	Assignment 2: simulation	20%	Simulation describes the students' ability to apply their content knowledge.	Students are able to demonstrate two or three activities that are based on the methodology they presented in the previous stage by scoring minimum 60
4	Assignment 3: PKM Proposal	20%	PKM proposal describes the students' ability to implement their knowledge in a proposal	Students are able to work in group and write a proposal with the topic proposal with the topic Innovative Approaches/ Methods in English Language Teaching by scoring minimum 60
5	Attendance	10%	Attendance is an evidence of commitment to gain knowledge	Minimum attendance: 70%
6	Participation	10%	Participation is an evidence of commitment to gain knowledge	The better questions the better the score
	Total	100%		

The learning design are now in a case study research within 6 months span form March until August 2015. The result of the research is expected to give contribution to longitudinal studies of content subject pedagogical practice in the university relating to social constructivism. The study is also expected to give a program evaluation insight on how unit of analysis is researched under the social constructivism paradigm.

5 ACKNOWLEDGEMENTS

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ERROR CORRECTION AS A METHOD IN TEACHING WRITING TO EFL STUDENTS

Supiani

supi_rus@yahoo.com

Islamic University of KalimantanMAA
Banjarmasin,Indonesia

Abstract

Teaching writing can be a very exhausting and time-consuming process, for there are simply too many aspects to attend to when responding to a piece of students writing, including content, organization, development, rhetoric, and so on. The situation gets even more complicated when it comes to the teaching of foreign language writing as the writing teacher is faced with even thornier problems-grammar and diction. To overcome these problems, this paper presentation will explore how actually error correction can help and encourage students to compose better papers. The presenter will begin by discussing the concepts and teachers' roles in giving correction of students' writing. It will move on to address the implementation for the use of error correction in teaching writing. Additionally, the presenter will talk error correction benefits to writing in EFL students. Therefore,error correction is appopriate and effective method that used for responding students' accuracy in foreign language writing and contribute the process of writing.Appropriate teacher feedback is needed in order for them to understand their discourse problems, gain help when making revisions and thus improve their writing ability.

Keywords: Error correction, teaching writing, EFL students

1 INTRODUCTION

The main role of English as a foreign or second language writing teachers is to help their students improve their writing proficiency in accordance with students needs and objectives. How to best achieve this is the concern of many writing teachers and researchers (Polio, 2003). Providing feedback is viewed both by teachers and students as an important part to EFL writing instruction. One type of feedback that writing teachers provide is error correction.Teacher written error correction is a primary method to respond to students'essays to assist students' writing development; teacher writtencomments on the students' drafts indicate problems and makesuggestions for improvement of future papers. Through feedbackteachers can help students compare their own performance with theideal and to diagnose their own strengths and weaknesses.

For teachers, error correction represents the largest allocation of time they spend as writing instructors; and for students, error correction may be the most important competent that will contribute to their success as writers (Ferris, 2003). However, the effectiveness of error correction and its contribution to the development and improvement

of writing accuracy continues to be debated (Truscott, 2004; Ferris, 2004; Chandler, 2003; Truscott & Hsu, 2008). Nevertheless, L2 researchers (Bitchener & Knoch, 2010; Ferris, 2010, Sheen, 2010) have investigated the question of whether error correction helps student writers improve the linguistic accuracy of their written text.

Despite the controversy about the issue of error correction, two factors remain clear. First, writing teachers seem believe that responding to student errors is a vital part of their job (Ferris, 1995). Second, students are eager to receive teachers' feedback on their writing and believe that they benefit from it (Leki, 1991; Redecki & Swalles, 1998). Indeed, a hands-off approach to error correction may not work because students "attend to and appreciate their teachers pointing out their grammar problems" (Ferris, 1995:48). Thus, the implication is that error correction is a helpful and significant strategy, even in the difficult case of fossilised language errors.

2 ERROR CORRECTION IN WRITING

The issue of error correction has terms that have been used in this area. For example, Cohen and Cavalcanti (1990) use the term 'feedback', whereas Hendrickson (1984) and Hammerly (1991) use 'error correction'. According to Ellis (1994), the terms, 'feedback', 'repair' and 'correction' are often used to refer to the general area of error treatment. The term 'error correction' has also been used instead of 'error treatment' to refer to teachers' responses to learner errors. Chaudron (1986, p.66) explains that the concept of correction is "any reaction by the teacher which transforms, disapprovingly refers to, or demands improvement of, a students' behaviour or utterance".

Error correction is a response either to the content of what a student has produced or to the form of the utterance (Richards & Lockharts, 1996: 188). Spencer (1998:10) maintains that "response is only as effective as the student's ability to grasp what has been conveyed, internalise the knowledge, and use it constructively in the learning process". When teachers treat errorcomprehensively, the onus for error correction is inevitably on themselves, which makes students reliant on teachers. Also, when teachers zero in on students' errors in writing, there is less time for feedback on other perhaps more important aspects of writing such as content and coherence. Research has found that L2 writing teachers tend to pay more attention to formal correctness than to the discourse level of writing (Zamel, 1985), which may lead students to believe that formal accuracy is more important than the transmission of meaning, overallorganization, and content development (Hedgcock & Lefkowitz, 1996). Feedback that focuses predominantly on linguistic form "can discourage writers altogether and can prevent them from making needed discourse-level changes, especially among L2 learners" (146). It is unlikely that teachers' error feedback proves motivating for weak students whose writing is often heavily marked. An argument can, therefore, be made for selective error correction in which attention is given to specific error patterns rather than to all errors. Indeed, any effective feedback policy should take into account the students' psycho affective reactions. In this respect, treating errors selectively is a better option than comprehensive error correction.

3 TEACHERS' ROLES IN PROVIDING CORRECTION

Keh (1990) and Hedgcock and Leftkowitz (1996) suggest at least four roles that writingteachers play while providing correction tostudents writing: a reader or respondent, a writingteacher or guide, agrammarian, and an evaluator or judge. First, teacher as a reader or as arespondent interacting with a writer. In this role, teachers

respond to the content and they mayshow agreement about an idea or content of the text. Teachers may provide positive feedbacksuch as "You made a good point" or "I agree with you" without giving any suggestion orcorrection. Second, as a writing teacher or as a guide. That is, teachers may show their concernabout certain points or confusing or illogical ideas in students' text. In this case, teachers stillmaintain their role as a reader by only asking for clarification or expressing concerns andquestions about certain points in the text without giving any correction. They may, however,refer students to strategies for revision such as choices of problem solving or providing apossible example. Third, as a grammarian. Teachers write comments or corrective feedback withreference to grammatical mistakes and relevant grammatical rules. Teachers may provide areason as to why a particular grammatical form is not correct or not suitable for a certain contextsuch as choice of tense, use of article, or preposition. In this case, teachers may also giveelaborate explanation of grammatical rules to help students improve their text. Fourth, as anevaluator or judge. It is verycommon that many writing teachers may act only as an evaluatorwhose main role is to evaluate the quality of students' writing as an end product of a writingprocess (Arndt, 1992) and grade students' writing based on their evaluation.

Moreover, Leech (1994) states that teachers should be equipped with knowledge of the target language to provide correction to students and put themselves in the students' position to understand the sources of errors. Leech further states that teachers should implement the process of simplication "to transfer their knowledge to students who are at different levels of proficiency and act as motivators.According to Barkaoui (2007), teachers need to: a) motivatestudents, b) model effective revision strategies, c) raise students'awareness about the importance of (re)seeing their texts from thereader's perspective, d) encourage students to reflect on and self-assesstheir own writing, and e) use appropriate writing tasks and activitiesfor teaching and assessment. Feedback can serve as guidance foreventual writing development as far as students are concerned(Hyland, 2003).

4 THE IMPLEMENTATION OF ERROR CORRECTION IN TEACHING WRITING

In teaching practice, there are two main types of error correction; the first is direct and the second is indirect. Direct corrective feedback is defined as a type of correction that draws students' attention to the error and provides a solution to it. In other words, the teacher shows students where their errors are and corrects these errors by providing the correct form. Indirect corrective feedback is defined as drawing students' attention to the locations of their errors without providing corrections (Bitchener & Ferris, 2012).

a) **Direct Corrective Feedback**

In this type, the teacher shows students where their errors are and corrects these errors by providing the correct form. This type of correction takes a variety of forms such as a) cross-outs: when the teacher omits any wrong addition from students' original texts, b) rewrites: when the teacher rewrites a word, phrase or a sentence, providing the correct spelling, structure or form on students' original texts and c) additions: when the teacher adds any missing items on students' original texts (*e.g.* prefix, suffix, article, preposition, word, etc). This is called as teacher correction technique.

b) **Indirect Corrective Feedback**

This type is done when the teacher underlines, circles or highlights errors on students' original texts, indicating the location of these errors without correcting them. Students are asked to study their errors and correct them (Ferris, 2002). In other words, indirect corrective feedback emphasizes the role of students in understanding and correcting their errors rather than being provided with the corrections.

Meanwhile, Doff (1988:68) suggests the four-step strategy for systematic proof-reading. Doff suggests that students read the compositions four times but each time with a different focus.

c) **a.Discussing Common Errors as a Class**

From Kroll (2001:219-232), teachers select some of the most common and significant errors students make. And write on the board the sentences that the students themselves have produced in written work containing these errors, which include one or two perfectly correct sentences, also produced by the students. Teachers keep all the sentences anonymous, asking the students to work in pairs, to identify the sentences with errors and decide what exactly is wrong, and correct them. Then teachers check with the whole class and discuss the errors and the rule. Another strategy is to establish —the error of the week on Monday. It should be a significant error that most learners sometimes make that particular error; the other students should raise their hands. Note who raises their hands first and congratulate them. Of course, the student who makes the error can raise his or her own hand—we often notice our errors the moment we have made them.

d) **The Selective Correction**

Teachers may concentrate on one particular area to do error correction work. The selective correction can feel more confident about composing and can fix corrections in students'long-term memory. A final reason is that the selective correction might improve students' attitudes towards writing and reduce students' writing anxiety more than the other techniques.

e) **Using a Corrective Code**

This is a very useful and time saving technique for the busy teacher. Teachers can use a code that indicates to students the types of error they have made and it will involve them in more conscious assessment of what they have produced. For instance, T. (tense), Sp. (spelling), W.W. (wrong word), P. (punctuation), W.O. (wrong order), S-V. (subject verb agreement), (omit) etc. For better students, teachers go further than this and simply give references to grammar books, software, or websites where the particular point that the student has improperly produced is dealt with.

f) **The Peer Correction**

From Harmer (2000:140), teachers ask students to exchange drafts of their work in progress and supply one post-it sticker of each colour the teacher has available to each student. If the teacher only has one colour, he may give each student four post-it notes to start with. It is necessary to explain to the students that are going to make comments on each other's drafts on the post-its and stick them at the most appropriate places on the draft. If students are working with several colours, each colour should be used for a different category of comment. Possible categories include content, spelling, punctuation,

accuracy, layout, vocabulary and structure. The teacher can specify which categories the students should use, the teacher can write a list of possible categories on the board and allow them to choose, or the teacher can insist that everyone comments on content and then chooses whichever other categories they think appropriate. Teachers must stress that the purpose is to provide the original writers with useful advice that they can use in a rewrite.

5 ERROR CORRECTION BENEFITS TO EFL STUDENTS WRITING

Freeman and Freeman (2004) identify a number of advantages in the process of writing through error correction. First, it motivates students to deliver their own messages and become creative. Second, it involves teachers and students in responses to texts through peer feedback and discussions. Third, it deals with mistakes in writing skills such as spelling and grammar through teacher-student conferencing. Fourth, it naturally moves writing from invention to convention (i.e. writing becomes a practice of a set of cognitive process instead of a demonstration of linguistic knowledge).

In addition, the other benefits are also provided as a follows. Firstly, Corrective feedback helps students edit their writing and improve their performance in future tasks (Bitchener & Ferris, 2012). Ferris (2002) argues that it is useful in treating errors of prepositions and other issues of idiomatic lexis. She also claims that it is useful in the final stages of the writing process to help students focus on the remaining errors in their texts and refer to them in future tasks. Secondly, it emphasizes the role of students in understanding and correcting their errors rather than being provided with the corrections. Through underlining students' writing errors, students can understand that there is a problem that should be 'fixed.' And the last is the use of codes that helps teachers provide effective implicit feedback while maintaining the positive effects of error correction. Harmer (1991) claims that the use of codes reduces the negative psychological effect of red ink on students' texts.

6 CONCLUSION

In order to achieve an effective error correction method, it is very important for teachers to have a clear understanding of the concept of error correction. errors are inherent to students' works and feedback teachers give to their works play a vital role in developing their writing skills. Error correction touches not only the cognitive skills, but also the affective aspects of language learning, which include feelings and attitudes.A great deal of error correction research has focused on the effects of strategies—i.e.,how various error correction techniques impinge on student writing (e.g., Ferris, Chaney,Komura, Roberts, & McKee, 2000; Ferris & Helt, 2000; Frantzen, 1995; Sheppard, 1992).

Teachers see it as theirprofessional responsibility to provide error correction or feedback to their learners, and learners expect it and generally feel that it is beneficial (Hyland & Hyland, 2001). In ahighly communicative classroom, the provision of corrective feedback maybe the most important activity on which teachers explicitly focus on form(Frodesen & Holten, 2003). But feedback on writing also serves other purposes.Feedback can encourage and advance student learning if itfocuses on 'growth rather than grading' (Sadler, 1983: 60). To makeuse of its full potential, students must be able to self-manage learningand teachers have a role in encouraging and motivating this abilitywithin students (Nicol and MacFarlane-Dick, 2006). Thus, teachers maypresent themselves as helpful facilitators offering support and guidance.

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WHAT GOES ON IN THE CLASSROOM: A LOOK AT HOW THE ATTITUDE ASSESSMENT IS CONDUCTED

Erwin Rahayu Saputra
rs_erwin@yahoo.com

Indonesia University of Education

Abstract

The 2013 Curriculum which mandates the authentic assessment becomes a hot debate among teachers due to the existence of attitude assessment. The way of assessing attitude is not known yet among teachers and practitioners. To that point, this study was then designed to investigate the teachers' practice in assessing attitude competence by focusing on the process of the assessment itself. To do so, two English teachers and their students from two different secondary schools in Tasikmalaya and Cimahi, West Java were involved in this multiple case study. The data from the teachers were collected through observation, interview, and document analysis while those that come from the students were collected using questionnaire. The collected data were then analyzed by using thematic analysis model by focusing on the attitude assessment process. The findings demonstrate that both English teachers conducted several steps of attitude assessment consisting of identifying the standard, selecting the assessment technique/task, identifying the criteria, creating the rubric, gathering and analyzing the evidence, sharing the result, and conducting follow up action. The first four steps were conducted in planning process and the rests were conducted simultaneously in the classroom.

Keywords:2013 Curriculum, authentic assessment, attitude assessment

1 INTRODUCTION

In 2013, the government released the new curriculum named the 2013 Curriculum. One of the rationales of developing the new curriculum is the evidence of moral degradation of the students in Indonesia (see Kemendikbud, 2013, 2014; Prisilya, 2014). Accordingly, this curriculum emphasizes the balance of attitude, knowledge and skill as the competences to achieve by the students (Regulation of Ministry of Education and Culture Number 54, 2013 on Primary and Secondary Education Graduate Competence Standard). To measure the achievement, the teacher should conduct the assessment of those competences. The competences cover several domains derived from the taxonomies of Krathwohl for attitude, Bloom for knowledge, and Dyers for skill (see Agustien, 2014).

Knowledge and skills can be assessed by test or performance assessment. The problem is how the teachers can assess the attitude of the students. By using authentic assessment which has characteristic of reflection of students' learning, achievement, motivation, attitude toward the classroom instructional activities (O'Malley & Pierce,

1996) and cover the problem that some people are much better assessed with particular method (Knight & Yorke, 2003)the student attitude competence can possibly be assessed.

Moreover, the government released the document of authentic assessment in the 2013 Curriculum which deals with the assessment of attitude. It is mentioned that the attitude competence consists of two main domains namely religious or moral value and social value. Basic Competence 1 deals with the religious or moral value and Basic Competence 2 deals with the social value. Basic Competence 1 consists of the activity and behavior dealing with the religion of which the students believe. Basic Competence 2 consists of several behaviors such as honesty, discipline, responsibility, care of something represented by the sense of togetherness and tolerance, politeness, responsive and pro-active toward the teaching and learning. (see Regulation of Ministry of Education and Culture Number 54, 2013 on Primary and Secondary Education Graduate Competence Standard). Those aspects can be assessed by several types of authentic assessment consisting of (1) observation using observation sheet or guideline and anecdotal record as well as teacher's journal, (2) self-assessment, and (3) peer assessment. (see Regulation of Ministry of Education and Culture Number 66, 2013 on Education Assessment Standard).

Dealing with the practice of assessment, there are two major steps of implementing authentic assessment; designing assessment and administering assessment. Specifically, O'Malley & Pierce, (1996), Mueller (2014), Newmann, Secada, & Wehalge (1995),Frey (2014), and Shermis & Di Vesta (2011)have provided the steps of designing authentic assessment consisting of (1) identifying standard, (2) selecting authentic task/technique, (3) identifying criteria, (4) creating rubric (5) gathering and analyzing information, (6) sharing result, and (7) conducting follow up action. The first four steps belong to design steps and the rests belong to administering steps.

However, based on the informal talks to the teachers and observation as well as lecturing in assessment and evaluation class, it was found that the teacher felt confused and difficult to assess the attitude of the students. Then, the question arises, whether those confusion and difficulties would be reflected in their practice. To that point, this study was then designed to investigate the teacher's practice in assessing attitude competence by focusing on the process of the assessment itself. The component of attitude and the types of assessment of attitude as mentioned by the 2013 Curriculum will also be investigated inside the process of the assessment. Therefore the research question of this study sounds 'How does the teacher assess the attitude competence in the context of the 2013 Curriculum?'

Although several studies dealing with attitude assessment (e.g. Ningsih & Adiantika, 2014; Rimland, 2013; Boyd, Dooley, & Felton, 2006) have been conducted, they do not concern on the process of assessment and some of them (Rimland, 2013; Boyd, Dooley, & Felton, 2006) are out of Indonesian context which adopts the 2013 Curriculum. Accordingly, conducting the study about teachers' practice in assessing attitude competence by focusing on the process of the assessment embracing the components of attitude and the types of assessment of attitude as mentioned by the 2013 Curriculum is worth doing in terms of (1) the contribution of the discussion of the attitude assessment using authentic assessment in the context of 2013 curriculum that is still new for the teachers, practitioners, and educators, (2) practical guideline for the teacher to assess the attitude competence using authentic assessment in the context of 2013 curriculum, and (3) fundamental reason for educational stakeholders in making policies related to attitude assessment the authentic assessment in the context of 2013 Curriculum in Indonesia.

2 METHODOLOGY

A qualitative study embracing multiple case study method has been employed to guide this study. Since this study focuses on several cases which is the attitude assessment using authentic assessment in the 2013 Curriculum implemented by two teachers and its effect to the student attitude, case study is an ideal guiding framework as it is used in many situations that focus on particular group or an individual (Yin, 2003; Creswell, 2007; 2009; 2012) conducting particular educational practice (Freebody, 2003).

This study has been conducted in two secondary schools in Tasikmalaya, and Cimahi, West Java. The participants or respondents involved in this study were two English teachers from two different schools and their students. The reason for recruiting the teachers as the participants was that they have joined the training of the 2013 Curriculum and therefore has implemented the authentic assessment as mandated by the curriculum. Besides, the participants became the most cooperative and talkative ones among sixteen teachers approached.

To collect the data, technique triangulation as proposed by Yin (2003) and also Creswell (2007, 2009, 2012) has been employed to obtain the data from different source of the data by using different techniques. They were obtained by using four techniques of data collection namely observation, interview and document analysis toward the teachers as well as questionnaire toward the students. First, non participant observation was conductedby the means of observation sheets and field notesas well as video recorder to gather the data for six session until the data are saturated. Second, semi-structured interviewsusing interview guideline and audio recorder were conducted to enrich the data gathered from observation and to verify the data gathered from the observation. Third, document analysis was conducted by analyzing the teachers' lesson plan and syllabus to support the understanding of practice of attitude assessment. Fourth, open-ended questionnaire wasdistributed to the students to have a reality check about the attitude assessment conducted by the teachers.

The collected data were then analyzed by using thematic analysis model as suggested by Parker (2005), Braun & Clarke (2006), Clark & Braun, (2013a, 2013b), Howitt (2010), and Willig (2013). The accumulated valid and reliable data coming from observation, interview, document analysis and questionnaire were systematically transcribed, organized, coded, thematically categorized, synthesized, and interpreted to see the theme or pattern of the data so that it can answer the research questions of this study. The process of analyzing the data was conducted both through and after collecting the data. The ongoing analysis was conducted for data that are assembled using observation sheets and filed notes of classroom observations, the document artifacts, and the questionnaire. The rests were analyzed after the data had been completely collected.Several themes and codes were used in the analysis. The themes and codes were developed from the data gathered and the theoretical proposition.

3 FINDINGS AND DISCUSSION

The findings describing the process of assessing attitude have been verified through the process of member checking with the respondents in this study. They are elaborated with the discussion and organized based on the process of assessment conducted by the teachers as follow.

3.1 Identifying Standard

Both teachers in this study seemed to follow this step as suggested by O'Malley & Pierce (1996), Mueller (2014), and Newmann, Secada & Wehalge (1995). Teacher 1 (R1) did not claim that she prepared the design of the assessment. However, R1 actually conducted the design informally by identifying the standard of the assessment. Based on the data gathered, it was found that R1 identified the standard of the assessment from the syllabus she had. Meanwhile, Teacher 2 (R2) also conducted the same practice. R2 identified the standard from the syllabus. R2, then, interpreted the standard of the assessment into the context of her teaching. By referring to the syllabus, the teacher can know the standard dealing with the attitude competence in the 2013 Curriculum. Therefore, the assessment can measure what the curriculum mandates, the attitude.

After the teachers had referred to the syllabus, they identified the standard in the form of learning objectives. As can be seen from the data gathered from the document analysis of teacher 1 (R1), R1 identified one standard or objective for each competence (BasicCompetence 1 and Basic Competence 2). For Basic Competence 1 dealing with religious or moral value, the standard the teacher identified sounded "m*enunjukan semangat belajar dan keseriusan mengikuti pembelajaran Bahasa Inggris"*.Basic Competence 2 dealing with social value, the standard teacher identified sounded "*menunjukan perilaku tanggungjawab dan peduli dalam berkomunikasi interpersonal dengan guru dan teman"*.

Teacher 2 (R2) also identified the standard in the form of learning objectives. The same as case of R1, R2 identified one standard or objective for each competence (Basic Competence1 and Basic Competence 2). Data from document analysis of R2 demonstrate that the standard of Basic Competence 1 sounded"*mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar"*.KD 2 dealing with social value, the standard teacher identified consisted of three standard sounded "(1) *menunjukan perilaku santun dan peduli dalam berkomunikasi interpersonal dengan guru dan teman*, (2) *menunjuan perilaku tanggung jawab, peduli, kerjasama, cinta damai, dalam melaksanakan komunikasi fungsional* and (3) *mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikai transaksional dengan guru dan teman."*

And again, as in the case of the teacher 1 (R1), those standards or objectives were identified by the teacher from the *KD* (Basic Competence) stated in the syllabus and they were also stated in the lesson plan of the teacher. However, as mentioned by R2 that she interpreted the standard into her teaching context, R2 interpreted the standard from the KD into the more operational standard. The data from document analysis demonstrate the specific objectives covering *"(1) peserta didik gemar membaca buku-buku, majalah, koran, dan artikel berbahasa inggris, (2) peserta didk menyimak bahan pembelajaran ataupun bahan pengembangan kemampuan berbahasa inggris baik dalam bentuk audio ataupun video, (3) peserta didik terbiasa berpikiran kritis, terbiasa mengajukan pertanyaan/responsive dalam berkomunikasi interpersonal dengan guru ataupun teman, and (4) peserta didik memiliki motivasi yang tinggi dalam melaksanakan komunikasi fungsional dan transaksional dengan guru dan teman."*

3.2 Selecting Authentic Task/Technique

The next step the teachers conduct was selecting the authentic task as suggested by Mueller (2014); Newmann, Secada & Wehalge (1995) and Shermis & Di Vesta (2011). In selecting the task that Abidin (2014) claims as similar as assessment techniques, both teachers employed observation as the assessment tools as mandated by the 2013

Curriculum stated in the Regulation of Ministry of Education and Culture Number 66, 2013 on Education Assessment Standard and Kemendikbud (2014).

3.3 Identifying Criteria

The next step of the process conducted by the teachers was identifying the criteria as suggested by Mueller (2014) and Newmann, Secada & Wehalge (1995). The criteria the teacher identified were derived from aspects to assess stated the syllabus. The teacher modified the criteria into the operational ones.The criteria again are based on the standard the teacher identified. It can be seen from the alignment of the criteria stated in the rubric and the goal and objective the teacher decided.

For the teacher 1 (R1), the data gathered trough document analysis toward lesson plan, the criteria for *KD* 2 dealing with expressing responsibility and care was translated into several criteria covering "(1) *menghormati orang yang lebih tua* (obedient to the old), (2) *menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun*, (3) *menggunakan bahasa santun saat menyampaikan pendapat,* (4) *menggunakan bahasa santun saat mengkritik pendapat teman,* (5) *menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan yang sopan dan responnya,* and (6) *mengucapkan terimakasih setelah menerima bantuan orang lain.*"

Meanwhile, teacher 2 (R2) transformed the standards into the specific criteria for each aspect of attitude covering discipline, honesty, responsibility, and politeness. For disciple, the teacher identified the criteria consisting of *"(1) tertib mengikuti instruksi, (2) mengerjakan tugas tepat waktu, (3) tidak melakukan kegiatan yang tidak diminta, and (4) tidak membuat kondisi kelas menjadi tidak kondusif." Meanwhile, for honesty, the criteria consist of "(1) menyampaikan sesuatu berdasarkan keadaan sebenarnya, (2) tidak menutupi kesalahan yang terjadi, (3) tidak mencontek atau melihat data/pekerjaan orang lain, and (4) mencantumkann sumber belajar dari yang dikutip/dipelajari." Then, for responsibility, the criteria consist of "(1) pelaksanaan tugas piket secara teratur, (2) peran serta aktif dalam kegiatan diskusi kelompok, (3) mengajukan usul pemecahan masalah, and (4) mengerjakan tugas sesuai yang ditugaskan." Lastly, for politeness, the criteria consist of "(1) berinteraksi dengan teman secara ramah, (2) berkomunikasi dengan bahasa yang tidak menyinggung perasaan, (3) menggunakan bahasa tubuh yang bersahabat, and (4) berprilaku sopan."* The criteria again are based on the standard the teacher identified. It can be seen from the alignment of the criteria stated in the rubric and the goal and objective the teacher decided.

Those criteria identified by both teachers seems to follow the characteristics of good criteria proposed by Mueller (2014) that they are (1) clearly stated, (2) brief, (3) observable, (4) in the form of statement of behavior, (5) written in understandable language, and (6) no overlapping between or among them.

3.4 Creating Rubric

The next step of the process of assessment the teacher conducted was creating rubric as suggested by O'Malley & Pierce (1996), Mueller (2014), and Newmann, Secada & Wehalge (1995). The rubric the teacher created is important in authentic assessment since the assessment uses criterion-referenced assessment approach (see Abidin, 2014; Regulation of Ministry of Education and Culture Number 66, 2013 on Education Assessment Standard; O'Malley & Pierce, 1996). The teacher employed a rating scale for the rubric. It can be also categorized into holistic rubric for assessment (see O'Malley & Pierce, 1996; Majid & Firdaus, 2014; Wiegle, 2002; Wiggins, 1993).

According to the data gathered from document analysis toward lesson plan, the teacher 1 (R1) employed a rubric of self assessment and observation. However, after

conducting a member checking with her supported from the data from interview, it was revealed that R1 only employed observation in the form of rating scale.

Meanwhile, the teacher 2 (R2) also employed a rubric for observation technique. The same as teacher 1, the rubric was in the form of rating scale in which the teacher matched the evidence about student attitude and criteria identified. The rubric of observation as indicated in is the same as what Kemendikbud (2014) suggested as the guidance for observation. The following is the rubric.

3.5   Gathering and Analyzing Information

The next step that the teachers conducted was gathering and analyzing the information as suggested by Walvoord (2010) and Shermis & Di Vesta (2011). Both teachers conducted observation during the class sessions. This can be seen from the data gathered from observation in which the teacher only observed the students during the interaction at class. In addition, the data gathered from the questionnaire toward the students also reveal the same practice. The teacher conducted the assessment of attitude by using observation during classroom interaction.

During the observation in this study, teacher 1 (R1) monitored the student attitude in the classroom interaction. Therefore the students did not aware that they were being assessed.In observing the student attitude, R1 did not only employ a rubric but also anecdotal record for collecting the information of student attitude. The record is in the form of notes of particular situation in the classroom.By combining the rubric and the notes, R1 can gather comprehensive information about student attitude competence.

Based on the all data collection techniques used in this study, it was revealed that the focus of the information of attitude R1 collected through the assessment cover several aspects. They consist of honesty, discipline, confidence, motivation, politeness, cooperation, proactive, and responsibility. The aforementioned aspects were observed not only in the classroom but also out of the classroom. Therefore, the student real attitude can be gathered comprehensively. For the assessment conducted out of the classroom, the teacher built cooperation with the supervisor team.

For the case of teacher 2 (R2), R2 conducted the observation to gathered the information using a trick. R2 asked the students to wear a name tag, so that she can directly assess the student individually during the instruction by using observation. The practice the teacher conducted is in line with Brandvik & McKnight (2011)who suggest that to remember the student name for every purpose the teacher can use particular tricks and one of them is asking the students to write their name in a paper to wear or to put on the table.

The focus of observation of R2 was on several components of attitude covering discipline, proactive, honesty, responsibility, and politeness. This is based on the data gathered from observation in which R2 monitored the students' discipline and politeness in communication. Besides, the activeness during the classroom interaction was also assessed by the teacher. The aforementioned aspects, especially the discipline and politeness, were observed not only in the classroom but also out of the classroom. Therefore, the student real attitude can be gathered comprehensively. For the assessment conducted out of the classroom, R2 built cooperation with the other stakeholders consisting of other teachers who taught the same class and the student organization

In collecting the information using observation, R2 observed the students attitude during the group work and solo work. Besides, the student attitude toward the learning was also assessed by R2. As indicated from the data coming from observation, R2 moved around the class to monitor the students one by one. Besides, R2 also made a note about the active students asking and commenting on the group presentation.

In the practice of observation, R2 did not directly employ the rubric or rating scale she planned. R2 first made notes about the condition in the classroom that became the entry data of the rubric she planned. This practice seems to help R2 in assessing the student attitude during the classroom interaction. This is based on what R2 did in the classroom during observation session in which R2 made notes in a paper freely. This practice is the same as the case of teacher 1 who employed a note, but teacher 2 directly moved the information into the rubric.

3.6 Sharing Result

The next step that the teacher conducted in assessing student attitude is sharing the result as suggested by Frey (2014) and Shermis & Di Vesta (2011). The teacher 1 (R1) shared the result of the assessment of attitude along with the other competences in the 2013 Curriculum which are knowledge and skill. Meanwhile, Teacher 2 (R2) shared the result of attitude assessment separately from other components.

In sharing the result, the data reveal that both teachers also gave a feedback to improve their attitude competence. The activity of feedback giving conducted simultaneously with the sharing result is in line with the mandate released by the government through Regulation of Ministry of Education and Culture Number 66, 2013 on Education Assessment Standard.

In sharing the result, the teachers shared the report of the assessment not only to the students, but also to the other stakeholders such as parents, counselor teacher and class teacher. They shared the result to the class teacher and counselor teacher if there is no significant improvement of the student attitude. Then the teacher also reported the result to the parents if she became the class teacher,

This practice of sharing the result to the students, parents and other stakeholders are in line with the guidance released by the government through the Regulation of Ministry of Education and Culture Number 66, 2013 on Education Assessment Standard, Article E, Verse 1, Section f in which the result of assessment covering all assessed aspects consisting of attitude, knowledge, and skill of the students is not only informed to the students but also the other stakeholders such as school principle, school counselor, parents and so on. So, the other stakeholders can monitor the student achievement in the area of attitude competence.

3.7 Conducting Follow up Action

The last step of the process that the teachers conducted was conducting follow up action as suggested by Walvoord (2010). For teacher 1 (R1), R1 responded to the result of the assessment of attitude by discussing the result with the students then discussing the result with the other teachers, This practice was done in order that the students will change their attitude to the better one. After R1conducted follow up action by discussing the result with the student one by one, R1 claimed that there was an improvement of the attitude of the students. However, there were still a small number of students who did not respond to the follow up action

Meanwhile, teacher 2 (R2) conducted the follow up action simultaneously with sharing the result activity. The teacher gave a particular treatment to the students as follow up activity. This was in the form of telling the parents and judging the students in front of the class. Telling the parent became a follow up action R2 if R2 thought the problem needed to be resolved together with the parents.Meanwhile, particular treatment in the form of judging the students in front of the class was another treatment R2 conducted as follow up action. Conducting this treatment could make the students reflect themselves and refine their attitude.

4 CONCLUSIONS AND SUGGESTIONS

After analyzing the collected data, the main conclusions can be made. Both of the participants conducted the process of attitude assessment consisting of identifying standard, selecting authentic task/technique, identifying criteria, creating rubric, gathering and analyzing information, sharing result, and conducting follow up action. The first four steps belong to the design steps, and the rests belong to the administration steps. There is something to note that the teacher sometimes were inconsistent to implement what they planned in the design steps. Therefore it possibly affected the result.

With respect to the findings, there are several suggestions to propose. The teachers in this study are suggested to implement the assessment design that they have planned, so that the information can be systematically gathered through the best way. The other teachers are suggested to learn more about attitude assessment since the evidence of this study demonstrate that it can improve the attitude of the students. Meanwhile, the educational stakeholders covering practitioner and policy maker are suggested to conduct the training of attitude assessment since many of teachers felt difficult in assessing student attitude. Lastly, due to the time and participant limitation of this study, the further researcher are suggested to explore more about attitude assessment in the context of the 2013 Curriculum with the more number of participant in more lengthy time.

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THE USE OF FOUR CORNERS STRATEGY INREADING DISCUSSION AT ACCESS MICROSCHOLARSHIP PROGRAM IN AMBON

Renata C. G. Vigeleyn Nikijuluw, S. Pd., M. TESOL

renataloppies@gmail.com

FKIP-Pattimura University

Indonesia

Abstract

This paper highlights the Four Corners strategy in reading discussion at Access Microscholarship program in Ambon. The Four Corners Strategy is a strategy which allows students to make decisions, encourage students' critical thinking and exchange of ideas in small groups. The strategy helps students to overcome their reading problems and enable them to get a good achievement. The results were focused on the students reading discussions activity during the class. The results showed the students were slightly improved in comprehending a text after applying the strategy. Moreover, they were able to take participation during corner's discussion and class participation.

Keywords: Four Corners Strategy, Corner's discussion, reading discussion.

1   INTRODUCTION

Reading is a key to experience and links people. Reading provides experience to the students so that they may expand their knowledge, identify, and intensify their interest and gain more intimate understanding of themselves, other people and the world (Noor, 2011). Generally, it can be said that reading involves the reader, the text, and the interaction between reader and text (Rumelhart, 1997 quoted by Sharma & Singh, 2005). It means that the reader try to reach the message that the writer deliver his or her point of views or arguments through the text or written language.There are many definition of reading that experts may define. Furthermore according to Goodman (1967 cited in Sharma & Singh, 2005), reading is "a psycholinguistic guessing game". It was a process in which the reader predicts what comes next on the basic of the reader has already read. In addition, Smith and Robinson defined reading as "an active attempt on the part of the reader to understand a writer's message (cited in Sharma & Singh, 2005, p.1). By reading, the reader will find what actually the meaning of the reading text is or what is in the writer's mind.

According to Baker et al (2003) categorized the three main reasons in reading. First, gain general information from the text because it is important for students to understand the main ideas from a text especially in pre-reading activity. Secondly, after students comprehend the main idea, the students begin to find specific information from the text in order to achieve a more detail information.Lastly, there is also includes reading for pleasure or read a text according to their interest. Moreover, Baker et al (2003) and Grabe and Stoller (2013)also agreed that reading help students to gain information based

on their interest, instructions in the tasks, specific information in business letters, occasion and enjoyment. A teaching expert, Harmer (2001) described reading in Instrumental and Pleasurable types.

The first type is **Instrumental** which can help the students achieve a clear purpose of reading such as when they read a direction on the street to show them where to go or read instruction in a task on their workbook about how to complete a sentence. Thus, it can be simply said that we read because we want to know something. The next type is **Pleasurable** which is another type of reading that related to pleasure or enjoyment. For example, people read newspaper to find updated information or read a gossip magazine to find their favorite actors or singers' latest news.It means that people read for pleasure means they read just for fun or to relax.

2   THE STUDENTS' READING PROBLEM

Generally, English learners often find some difficulties when they practicing their reading skill, although they know about the grammar but it do not a guarantee that they can comprehend the text.Ur (2000) agreed that the most crucial problems occur in our students especially in Indonesia are students afraid of making mistakes and feel shy to express their understanding of the reading. The other problem was low uneven participation because someone dominates the discussion by doing all the tasks without asking to share other students' answers in the group and the passive one were taking an advantage in that situation. They were not willingly participating in the discussion because they assume that other students will take over the discussion. In the beginning of the course (semester 1 in 2014), our students were difficult to comprehend the text and were not able to do the three tasks. They were confused because the students never heard the story before and some unfamiliar words. Moreover, students were afraid of making mistakes, tend to predict the story based on the pictures inside the book and they usually get bored when we were in the middle of reading discussion. As a result, students lost their confidence, motivation and lack of interest.

Besides the students did not enjoy in the reading discussion, they werealso unenthusiastic to start the reading discussion. This occurred because the teacher did not encourage students' motivation to be involved in class activities actively.Among many ways to help students reading problems, the teachers tried out the Four Corners Strategy to be applied for Access Microscholarship students in Ambon. The reasons are Four Corners Strategy presents an opportunity for students to review in which students can look back at what they already read. Moreover, students are able to assess their friends' tasks, reflect opinion on the relevant issues of themselves especially in Activity 3. By applying this strategy, students will have a chance with others in delivering their opinion from the same or different point of view. They will not only acquire and build on previous knowledge, but also develop their oral and critical thinking skills.

3   THE FOUR CORNERS STRATEGY

Four Corners Strategy was originally developed by Spencer Kagan which was published in 1994. The information about this strategy is from the Muskingum Area Technical College (Zanesville, Ohio) Newsletter in 14th September 1994. The strategy was dealing with debate skill but it can be used to developing students' readingskill. Four Corners is a strategy of whole class discussion that requires students to read the story beforehand; writes a brief paragraph, explain the story orally, listen to other's group explanation and write down some questions regarding the story. After that, the students had to go to the

corner's group to interview and find out more about the story. It also enables them to practice their critical thinking skill. In the process, students move to the corner that they want to find out more information about the story. After all the interviews, a member of each corner's group shares the result of the discussion with the whole class.

This strategy can also be used effectively as a means for assessing students' critical thinking and understanding of the story. Furthermore, according to Adam Waxler (quoted by Schoenherr) added that Four Corners Strategy is a kind of critical thinking lesson in this case he describe the Four Corners Debate which works as a great way to increase students' motivation to learn English especially in reading and speaking skills. Based on our Access students' reading problems, teacher modified the strategy by focusing only in improving students' reading because they need to get a good achievement and able to comprehend the text.

3.1 DIRECTIONS FOR IMPLEMENTING FOUR CORNERS STRATEGY

3.2 Guideline for reading discussion

- Divide the students into four groups consist of five people. There are 20 students in a class in Access Microscholarship program. The groups are permanent throughout the semester. The teacher used a lottery system because the students tent to choose their classmates from the same school or from the same place so the teacher provides 20 small pieces of paper with numbers 1 to 4. After that the teacher rolls the papers and put them in a small container, and then asked each student to pick one. Then the students have to sit accordingly.

Group Position
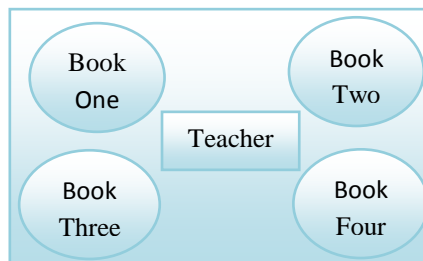
- Explain the steps of the strategy. The teacher explains the steps to the students and make sure they understand it.
- Distribute the books according to the list. The teacher give four different stories for each group (see appendix 1).Each group has different books to read beforehand. Means that they have a day to read it. These are the list of books:

Semester 1
Group 1: Thomas, Mark. *School in Colonial America*. Welcome Books, Scholastic Inc.: 2002.
Group 2: Thomas, Mark. *Food in Colonial America*. Welcome Books, Scholastic Inc.: 2002.
Group 3: Thomas, Mark. *Work in Colonial America*. Welcome Books, Scholastic Inc.:

2002.
Group 4:Thomas, Mark. *Fun and Games in Colonial America.* Welcome Books, Scholastic Inc.: 2002.
Semester 2 Group 1: Wade, Mary Dodson. *Christopher Columbus.* Children's Press, Scholastic Inc.: 2003. Group 2: Schulte, Mary. *Great Salt Lake.* Children's Press, Scholastic Inc.: 2006. Group 3: Mader, Jan. *Appalachian Mountains.* Children's Press, Scholastic Inc.: 2004. Group 4: Falk, Laine. *What is Mount Rushmore?* Scholastic News Nonfiction Readers: 2009.
Semester 3 Group 1: Petersen, David. *Yellowstone National Park*. A True Book, Children's Press: 2001. Group 2: Landau, Elaine. *Skyscrapers*. A True Book, Children's Press: 2001. Group 3: Quiri, Patricia Ryon. *The Bald Eagle*. A True Book, Children's Press: 1998. Group 4:Ditchfield, Christin. *Freedom of Speech*. A True Book, Children's Press: 2004.

- Students start to discuss the story inside the corner's group just to make sure that their team mate understand it clearly and then they start to do two tasks together.
- The students read the story for 15 minutes in the class and another 30 minutes to start working on activity 1 and 2.
- The teacher walks around and helps the students if they have questions or whether they understand the story clearly.
- At the end of the first reading session, the teacher give each group an answer key for Activity 1 and 2. The students exchange answer sheets inside the group and try to calculate the score of the two activities using the following formula:

$$\frac{\text{Number of correct answers}}{\text{Number of questions}} \times 100$$

- In addition, teacher also prepares the speaking assessment in order to score the students during the discussion when they started the retelling.The purpose of modifying the marking sheet is just to simplify the marking process.Below is the example of the marking sheet modified by the teacher.

Title:						
Speaker	**Name**	**Fluency**	**Vocabulary**	**Grammar**	**Pronunciation**	**Total**
1						
2						

3						
4						
5						

Example of Marking Sheet

This is the marking scale to help the teacher score the students' performance.

Fluency:	Pace, flow, and comfort with words. Effective use of strategies: ability to interact and make him or her understood.
Vocabulary:	Correct and effective use of vocabulary.
Grammar:	Accurate use of grammar structures.
Pronunciation:	Volume, intelligibility of pronunciation, and intonation.

Marking Scale

- Students continue reading at home for 4 days before the next meeting.
- On the next meeting, teacher gives the activity 3 worksheet based on the story to each group and start the discussion. The purpose is to discuss Activity 3 and giving their opinions.
- The teacher collects the books and worksheet and scores the Activity 3 using a scale 1 to 5 (1= Poor, 2 = fair, 3 = good, 4 = very good and 5 = excellent).
- After the students finish the activity 3, the representative from each group has to retell the story to other group clockwise. The group members have to take note and after that have to write a summary about the story that they just heard.

The successfulness of using The Four Corners as a teaching strategy in assisting students to comprehend the text can be seen on their result of their reading discussion score. The students were required to readfour stories every semester and they had to work the reading activities for each reading text. Based on the teacher's observation at the first semester, students were not interested in reading the stories because they were never read an English book before and also they were saying that it would waste their time. Besides, the students were not interested in history. However, in semester Two, students started to like the stories because it's about the President of United Stated of America and his activities. According to the students, they were anxious to read more about White House and Air Force One because they did not know about those stories in detail. This implies that the stories already trigger the students' curiosity and at the same time they learn new vocabularies compared to the first semester where they read the history of colonialism. Started from semester three, the students were motivated to read the stories about Yellowstone National Park, Freedom of Speech, Skyscrapers and The Bald Eagle. Moreover the teachers were encouraging them to read another books provide by the Access Microscholarship Program such as The Wrong Trousers, Amazing Young Sports People, The Withered Arm, Hotel Casanova, etc. Those books were used for writing journal.

During the discussion session in semester 1 and 2, students were able to discuss in their corners but they used their mother tongue language and they were not able to explain it without open the book. Moreover, some students only looking at the pictures and pretend that they know the story. Regarding the worksheets, most of the students did not want to submit because they did not understand the whole story and they said that they have homework from their school. This happened in semester 1. Although in semester 2 the students were still struggling on the Activity 3 but the students were slowly understand the story and began to work on the Activity 1 and 2 worksheets without any help from the teacher. However, in semester 3, the students were capable in retelling the story and finished all the worksheets. Particularly in Activity 3, the students were able to finish the Activity 3 In writing summary, the teacher helped most of the error correction in semester 1 but in semester 2 the teacher only helped by checking their sentence structure because students still have major grammar errors. In semester 3, the students were able to write a summary using simple sentences with only minor grammar error and teacher only check the writings.

4   CONCLUSION AND SUGGESTION

4.1   CONCLUSION

This writing aims to share experience about teaching strategy in this case Four Corners Strategy. As the teacher already explained before that this students have no background of English, this strategy has come up with the conclusion that students participated well during the speaking activities in teaching and learning processes. In teacher's observation during the teaching and learning process for more than a 1 year toward this strategy, students had proved that they can improve their English through Access Microsholarship Program and FOUR CORNERS STRATEGY. In semester 1, 20 students were only in between 65 to 69 in reading One but there were a slightly increase in reading Two where they achieved around 69 to 74. The students were enjoying the reading especially in semester 2. According to the students that the book about president of USA and Air Force One were very interesting to read because they did not know anything about it and they were curious to read more. It also improves their score up to 90 out of 100. Four Corners Strategy helped the students to learn about how to join in discussion group and the ways to write a short summary. During the implementation of this strategy, the class was more lively and enjoyable although there were still some weaknesses occurred like crowded in class and so on.

4.2   SUGGESTION

First suggestion is addressed to the English teachers to provide interesting strategy including Four Corners Strategy to teach English especially the reading comprehension. Second suggestion is addressed to the English teacher too but, here it concentrates on how to manage the reading discussion well. There are some considerations that teacher should care to, for the implementation of Four Corners Strategy as follows:

(i)   Time

Time must be scheduled very well at the beginning before having the reading discussion with the strategy because in reality students need more times in groups or corners' discussion.

(ii)   Reading texts

In providing the reading texts that are going to be presented by the students, at the very first time the teacher must consider the students' background knowledge and student's access to the books. So in teaching speaking using Four Corners Strategy, both time and reading texts are important to arrange very well on the beginning.

(iii)   Instruction

Instruction for implementation should be explained clearly by the English teacher in order to make students take good participation. To help students getting good achievement for this strategy implementation, the English teacher has to tell the students at the beginning that they will have high score if they can ask questions in depth.

This suggestion is addressed to the next researchers who will conduct a research using the Four Corners Strategy. Basically, the researcher must master the concept of this strategy then cares with some items that are important to support the implementation as stated above for better improvement on reading comprehension. Additionally, Four Corners Strategy is not only useful for teaching English especially reading but it can also used for other skills such as speaking and writing because during the implementation of the strategy, the teacher also implemented the speaking and writing through discussion and writing summary.

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VIETNAMESE STUDENTS' MOTIVATION AND ATTITUDE TOWARDS LEARNING ENGLISH IDIOMS

Nguyen Tran Ha Linh (Ms.)
halinh129@gmail.com

Nguyen Phuong Nhung (Ms.)
phuongnhungnguyen.vn@gmail.com

University of Languages and International Studies – Vietnam National University, Hanoi
Pham Van Dong Street, Hanoi, Vietnam

Abstract

Idioms are not a "separate" part of language that one can easily choose to use or not, they form an "essential" part of the vocabulary of English (Seidl & McMordie, 1988). The learning of idioms, therefore, should be considered an integral part of learning English as a foreign/second language. However, despite this significant position of idioms, in the traditional English language teaching environment of Vietnam, the practice of teaching idioms has not been sufficiently emphasized. Expressions like idioms are often integrated sporadically in the lessons, instead of being introduced regularly and systematically to students. This situation raises questions about how the students actually feel towards idioms and whether or not they are motivated in learning this aspect of English language. With their deep concerns about this situation, the researchers carried out a study titled "Vietnamese Students' Motivation and Attitude towards Learning English Idioms". The purpose of this research was to determine the main motivational source that urges the university students in Vietnam to learn idioms as well as their attitudes towards the act of learning these English fix-expressions. In this research, the concept of "motivation" was identified in terms of four motivational constructs namely: instrumental motivation, integrative motivation, personal motivation and intrinsic motivation. "Attitude" was examined according to the three components of attitude: cognitive, affective and conative. The researchers hope that the findings drawn out from this study would serve as useful suggestions for course designers to consider integrating more idioms teaching into their English for foreign/second language learners courses.

1 INTRODUCTION

1.1 Statement of the problem and rationale for the study

The incompatibility between the significant role of idioms in English and the insignificant role of idioms in the English teaching program in Vietnam in general and in the University of Languages and International Studies(ULIS) in particular is what urges the researchers to conduct the study. From this situation, a question is naturally raised: "Do

students still care about learning something that they don't have to?" Before launching the actual study, the research had carried out a small survey among the first year fast track students to get a more comprehensive view about the situation. The survey's results showed that in general, most of the students had experienced learning idioms but more than half of them claimed that they had never been taught about idioms at the university. The data also revealed that the majority of students were well aware of the importance of idioms as well as the frequency of idioms usage in English.

As can be concluded from these results, although not being frequently taught about idioms at the university, the students are still well aware that idioms are important and often used by the native speakers. Therefore, the researchers thinks that it is necessary to conduct a research to explore how students are motivated to learn idioms, an aspect of language that is not really compulsory to learn at the university, as well as their attitudes towards learning it.

The natural characteristics of idioms indicate that native speakers of English use it more frequently in both written and spoken forms of communication. Therefore, it is necessary for not only advanced but also beginner learners of English to have certain knowledge about idioms to communicate well in English. Among the four years at the university, the first year students are obviously ones who have the least proficiency in English. They have just graduated from the high school – where English is often taught in a rather conventional and non-communicative way – to study at the ULIS, where the communicative language teaching is a current trend. To learn well in this new communicative English environment, the students have to equip themselves with certain knowledge about the natural type of English of which idioms is a component. Moreover, the first year students have the longest time forward to learn English at the university, so based on the results of the research, the university's leaders can consider making timely justification to the studying program if necessary. And finally, since the students in the fast-track program are considered to be high-quality students, they are required to be more competent about the English language and therefore, need to learn more about the authentic and natural aspects of English language than any other group of students. Because of these reasons, the first year fast track students at ULIS, VNU will be the targeted population of the research.

The researcher hope that the findings drawn out from the study would be useful for other researches in the future that concern about the related issues, and would serve as suggestions for course designers to consider integrating more idioms teaching into the learning content of the students.

1.2   Aims and research questions of the study

The main aim of the study is determining the motivation and attitudes of the first year undergraduates at Faculty of English Language Teaching Education (FELTE), ULIS, VNU towards learning English idioms. To be more specific, the researchers want to find out which among the four motivational constructs (instrumental, integrative, personal and intrinsic) – which will be further explained in the literature review part – is the main source of motivation that urge students to study idioms. Moreover, the researchers also want to investigate the attitudes of these subjects towards the act of learning English idioms.

In order to achieve these objectives, the study particularly answers the following questions:

(i)   What are the motivations of first year FELTE students' towards learning English idioms?

(ii)   What are the attitudes of first year FELTE students' towards learning English idioms?

1.3   Scope of the study

Participants of the study were the first year students of the FELTE at ULIS. 315 students were chosen as the sample of the study. For the interviews, only 75 students were chosen as the participants.

The term "idiom(s)" mentioned in the research refers to idioms in general, not any particular type of idioms. Since the main purpose of the study is to examine the students' attitudes and motivation **towards the act of learning idioms**, the nature of idioms and the classifications of idioms are the focuses of analysis.

As the research was conducted only at the FELTE of ULIS, VNU, the results and findings of this study might not be able to be applied to any other division or faculty in the university.

2   METHOD

2.1   Data collection procedure

The data collection procedure consisted of three main phases, which phases are presented in this table:

Phase	Activities	
1	Piloting	Piloting the questionnaire
		Piloting the interview
2	Collecting Data	Administering and collecting questionnaires
		Conducting interviews
3	Processing Data	Processing questionnaire results
		Transcribing interview

2.2   Data analysis procedure

All the data gathered from questionnaires and interviews contributed to answer the research questions. Both statistical and interpretative methods were used.

Data obtained from the questionnaire in the form of text, after being counted and classified, were transcribed into tables and charts in order to reflect the proportion of each option and described in details. The quantitative data of the questionnaire were analyzed in terms of means with the help of the Statistical Package for Social Sciences and percentages.

The data collected from the interview, on the other hand, were processed by a content analysis method. The data were then analyzed and classified into appropriate groups to serve particular objectives of the study.

All the names of the participants taking part in the interviews were coded. To be more specific, there are fifteen participants, who were respectively coded by letter of the English alphabet from A to O (participant A, participant B… participant O).

Finally, data collected from questionnaires and interviews, after being classified and quantified as explained above, were compared and contrasted to find out the similarities, the differences and the gaps.

3   FINDINGS AND DISCUSSION

3.1   Students' motivation toward learning idioms in English

3.1.1   Questionnaire results

To investigate the students' motivation to learn idioms in English, 315 students were asked to rank a list of 12 reasons in terms of the importance in motivating their learning of idioms. Table 2 shows the mean values which represent the subjects' responses to this question. The means are the arithmetic average of the responses with 1 point is equivalent to "not important", 2 to "of little important", 3 to "of some important", 4 to "important", and 5 to "very important".

Table 1: Results on student's motivation for learning idioms in English

Types of motivation	Reasons for learning English idioms	N	Mean	SD	Overall mean
Instrumental motivation	Because it helps me pass my examinations more effectively.	315	3.47368	0.92785	3.26316
	Because it is necessary for my future job.	315	3.210526	1.021469	
	Because I will travel to English speaking countries someday and need to use it.	315	3.10526	1.1905	
Integrative Motivation	Because via idioms, I know more about the culture and values of English speaking countries.	315	3.47368	1.01955	3.40936
	Because I want to effectively contact and communicate with native speakers of English.	315	3.84211	1.03146	
	Because I want to live in an English speaking country someday.	315	2.91228	1.13831	
Personal Motivation	Because I want to fully understand the movies, T.V. programs, magazines… in English.	315	4.07018	0.79865	4.11111
	Because I want to be thoroughly competent of English language.	315	4.24561	0.87179	
	Because of my personal	315	4.01754	0.81265	

	development.				
Intrinsic motivation	Because idioms are interesting and sometimes funny to learn.	315	3.84211	0.75468	3.60819
	Because I love learning everything about the English language and idiom is not an exception.	315	3.57895	0.88357	
	Because I like learning things that are not familiar to many people and only a few people around me know about idioms.	315	3.40351	0.77435	
	10. Others (please specify):	-	-	-	-

From the table, we can see that among the four types of motivation (namely instrumental motivation, integrative motivation, personal motivation and intrinsic motivation), personal motivation – which was represented by items 7, 8 and 9 receives the highest mean scores with4.11111 as overall mean. To be more specific, a significant number of students claimed that they learned idioms in order *to be thoroughly competent of English language* and this explains why this reason gains the highest mean score (4.24561.) The need of *fully understanding the movies, T.V. programs, magazines… in English* is the second most common source of personal motivation, and the mean score for this reason is 4.07018. Finally, learning idioms to *serve personal development* was also chosen by a considerably large number of students (mean score: 4.01754.)

Intrinsic reasons, represented by items 10, 11 and 12, is the second most popular source of motivation that motivates students to learn idioms with overall mean score 3.60819. Many students stated that they were motivated to learn because *idioms are interesting and sometimes funny to learn*. This is also the most common intrinsic reason for learning idioms among the participants with the mean score of 3.84211. A noticeable number of students also answered that they learn idioms due to the fact that they *love learning everything about the English language and idiom is not an exception,* making it the second most common intrinsic motive for learning idioms of the first year fast-track students (mean = 3.57895). Meanwhile, the preference of *learning things that are not familiar to many people* stands as the least important intrinsic reason for learning idioms, with the mean score 3.40351.

The thirdly important motivational source is integrative motivation, which was represented by items 4, 5, 6 and has the overall mean score of 3.40936. Specifically, a remarkable number of participants admitted that they learned idioms due to their *wanting to effectively contact and communicate with native speakers of English* (mean = 3.84211) and a relatively large part of them affirmed that their motivation for learning originated from the fact that that *via idioms, they know more about the culture and values of English speaking countries* (mean = 3.47368). Meanwhile, there were not many students whose motivation was that *they want to live in an English speaking country someday,* making it the least common integrative reason for learning idioms of the students with the mean score 2.91228.

The results shown in Table 1 also indicate that the instrumental motivation which is represented by items 1, 2, 3 had the least impact on the students when they learned idioms (overall mean = 3.26316). A fairly large number of students said that they learn idioms because of their wanting *to pass the examinations* (mean = 3.47368*)*. Besides, considering idioms as being *necessary for the future job* is the second most common instrumental reasons of students to learn this aspect of language (mean = 3.210526) The

last instrumental reason, which is the intention of learning idiom in order *to use it while travelling to English speaking countries someday* also remained moderately important to the students (mean score = 3.10526).

The participants were then asked to indicate their opinion on the desire to learn more idioms to enhance their vocabulary and proficiency in English language. In the chart below, the results point out that 94% of them approved of the idea and only 6% oppose it.

3.1.2   Interview results

In the interview, the researchers required the participants to explain in details about their reasons and motivation for learning idioms, and the results from the interview are very consistent to that of the questionnaire. Specifically, most of the interviewed participants (63/75) claimed that their motivation for learning idioms came mostly from their desire to improve their English skills as well as their wanting to thoroughly understand movies, books or music in English. This means that the main source of motivation for learning idioms of the major part of the subjects is personal or developmental motivation, or in other words, they learn idioms because of their "personal development or personal satisfaction" (Cooper & Fishman, 1977.)

Intrinsic motivation comes as the second most common source of motivation for learning idioms of the students, according to the questionnaire results. In the interview, a large number -specifically 50 out of 75 participants also responded that they learned idioms due to intrinsic reasons, which means that they learned because they found "the satisfaction within the activity itself" (Sturgeon, 2008.) While some students stated that they learned idioms simply because they found it interesting, some others explained that they would like to learn every aspect of the English language and idioms was not an exception. The desire to learn things that are only known by a few people was also listed as a reason for learning idioms of the students.

Ranking third in terms of popularity of being a source of students' motivation for learning idioms in both the questionnaire and the interview results is integrative motivation. Students who are motivated by integrative motivation, according to Krashen (1981), learn idioms because they have the "desire to be like valued members of the community that speak the second language." The manifestations of being motivated by integrative motivation were shown relatively frequent in the responds of the students in the interview sessions (48/15.) Some of the students said that they learn idioms because they wanted to communicate more effectively with the native speakers whereas others claimed that to get to know more about the culture of English speaking countries through idioms was one of their reasons for learning. None of the interviewees mentioned about their hope of living in countries or the like as their motivation for learning idioms.

Finally, instrumental motivation although is considered to have the least influence on the students in their decision to learn idioms according to the questionnaire results, was actually mentioned by half of the participants in the interview as one of their sources of motivation, even though not the principal one. This means that those students want to learn idioms because of a practical reason and that they want to use their knowledge about idioms as a tool to achieve their goals. While some of the students claimed that having knowledge about idioms would help them in doing English exercise and test more efficiently, some others stated that it would be beneficial for their future jobs as English teachers or interpreters. Nevertheless, to most of the students, instrumental reasons do not play a significant role as their motivating factors in learning idioms. Some explained that since idioms were rarely used in their examinations, plus

they found that their teachers rarely mentioned about these terms, they did not think that they really had to learn idioms to serve the examinations or their future job.

3.2   Students' attitudes towards learning idioms in English

3.2.1   Questionnaire results

All 315 first year students were asked for their response to the 15 statements about different attitudes towards learning idioms by choosing one of the three options: Agree, Disagree or Undecided. The answers were then calculated by the researchers into percentages for data analysis. The detailed data are illustrated in Figure below:
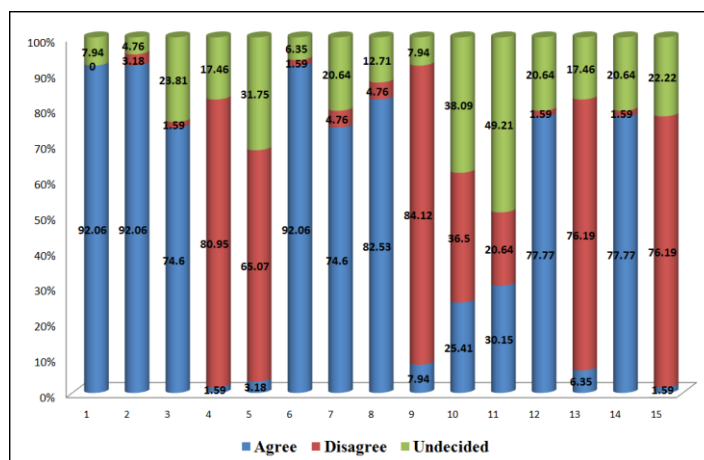
(i)	= It is necessary for advanced learners of English like the Fast-track students to learn idioms.
(ii)	= Students may not have to use idioms, but should at least learn to know about them.
(iii)	= Learning idioms will help me communicate more effectively with native speakers.
(iv)	= Learning idioms is a waste of time because we do not use them much at school.
(v)	= Learning idioms is unnecessary because I can use simpler words/phrases to express my ideas.
(vi)	= Learning idioms can help me understand more about the culture of English speaking countries.
(vii)	= Learning idioms is a must for every English learner as idioms play an important role in English language.
(viii)	= I like learning idioms since it can be interesting and funny.
(ix)	= I do not like learning idioms because they are boring.
(x)	= I do not like learning idioms since they are very difficult.
(xi)	= I like learning idioms because they are easy to remember.
(xii)	= I like learning idioms since it is beneficial for me.
(xiii)	= I do not like learning idioms since I do not find it beneficial for me.
(xiv)	= I will voluntarily learn more idioms in English if I have a chance.
(xv)	= I will only learn English idioms when I am forced to do so.

The 15 statements are the manifestation attitudes about learning idioms categorized into three components of attitude namely cognitive, affective and conative attitude. The cognitive aspect of attitude is represented in statements 1 to 7, while affective attitude is reflected in statements 8 to 13 and conative component is manifested in the two last items.

The findings in Figure 6 show the subjects' most remarkable agreement (92.96%) on three statements about cognitive attitude which are items number 1, 2, and 6. Other beliefs like 3 and 7 were also highly approved by the respondents (both received agreement from 74.6% of the students.) In terms of affective attitude, the two opinions "I like learning idioms since it can be interesting and funny" and "I like learning idioms since it is beneficial for me." received major assent from the participants with 82.53% and 77.77% respectively. In the conative session, a large percentage (77.77%) of students responded positively to the idea that they will voluntarily learn more idioms in English if having a chance.

The statement receiving the highest degree of disagreement belongs to the affective group. To be more specific, items 9 showing negative opinion towards learning idioms. "I do not like learning idioms because they are boring" received opposition from the majority of the students with 84.12%.

Another statement that was vastly opposed by the respondents is item number 4, a cognitive statement that suggests learning idioms is a waste of time because we do not use them much at school (80.95% disagree). However, receiving less disagreement does not mean that more students agreed with this statement because there were only 1.59% of them chose the agree option comparing to 7.94% of statement number 9. Some other items that were also highly deprecated by the survey participants are number 13and number 15, which shared the same percentage of disapproval: 76.19%.

The percentage of the neutral responses ranged from 4.76% to 49.21%. The statements that got the highest number of undecided answers are item number 11and number 10. with the percentage of 49.21% and 38.09% respectively. Meanwhile, the item that was answered with the highest certainty from the subjects is number 2. Students may not have to use idioms, but should at least learn to know about them.

3.2.2   Interview results

Similarly to the results obtained from the questionnaire, the 75 interviews sessions also revealed that the students overall attitudes towards learning idioms is positive. To be more specific, all of the interviewed participants expressed their belief that learning idioms could be beneficial for them in various aspects such as in educational environment, in their communication with native speakers or in their future occupation. This means that the students' cognitive attitude about learning idioms is generally good. Secondly, when being asked whether they like learning idioms or not, all of the students replied with favorable responses, which clearly indicates their positive affective attitude (or feelings) towards the act of learning idioms. Finally, responding to the researchers' questions about whether they would like to learn more idioms, all of the subjects shared the similar answers that they were willing to do so and a large number of them even wanted their teachers to teach more about idioms. Accordingly, the manifestations of the participants' conative attitude from the interview reveal that the willingness to study is the most common behavioral intention of the first year fast-track students towards learning idioms.

3.3 Discussion

3.3.1 *Vietnamese First year FELTE students' motivations towards learning idioms*

As mentioned in the objectives of the study part, the research aims at investigating the students to find out which of the four motivational constructs, namely instrumental, integrative, personal and intrinsic motivation, is the main factor that impact the students' idioms learning. The final results of both the questionnaire and the interview show that personal motivation, followed by intrinsic motivation and integrative motivation respectively, plays the major role in influencing the students whereas instrumental motivation has the least effect on them.

According to Cooper and Fishman (1977, p. 243), personal or developmental motivation is a type of motivation construct that relates to "personal development or personal satisfaction." Benson (1991, p.36) also identifies this category of motivation by stating that personal motivation is "neither instrumental nor integrative", and examples of being motivated by personal reasons in learning English can be "the pleasure of being able to read English," or "the enjoyment of entertainment in English." In the case of learning idioms, the manifestation of the learners' being motivated by personal motivation can be seen through their reasons for learning such as wanting to fully understand English movies, books, magazine…or wanting to be thoroughly competent of English language. The fact that the majority of the first year students in the fast-track group learn idioms due to personal reasons might result from their distinctive characteristics. First of all, since they are all English major students (including English language teaching major and English Translation and Interpretation major,) it can be inferred that most of them have passion in learning the English language, so learning English idioms is indubitably just a way to satisfy their indulgence. And because of their passion with the English language, the students might as well hope to understand more thoroughly about the content of English movies, books, magazines or music that can easily be found on any type of media in this globalization era. Therefore, they want to learn more about idioms to better their understanding while approaching those materials. Moreover, studying in a competitive environment like the fast-track group can also be a factor that urges them to try their best to enlarge their knowledge in order to stand out among their already highly competent friends.

Ranking as the second most important source of motivation for learning idioms of the fast-track students is intrinsic motivation. As stated by Sturgeon (2008), a learner is being impacted by intrinsic motivation to accomplish an action when he or she "finds the satisfaction within the activity itself." This means that a large number of fast-track students decide to learn idioms because of no other reason but the fact that they have interest and find satisfaction in the act of learning idioms itself. Although there can be confusion while distinguishing between personal and intrinsic motivation, since both types originate from the internal satisfaction of individuals, it is necessary to indicate that the two motivational constructs are not completely synonymous. Different from intrinsic motivation, in personal motivation, the satisfaction the learner gets does not come directly from doing the activity but is indirectly brought about thanks to the activity. The reason behind this result might be similar as the explanation for the students' personal motivation mentioned above. As all of the participants are learning English majors, they might have grown passion and interest with both the English language and the act of learning English itself. In fact, in the questionnaire as well as the interview, many students claimed that since they love the English language, they like to learn everything relating to it and idioms is not an exception. Hence, learning English idioms can make

them feel satisfied just as much as learning English in general. Another reason comes from the subjects' specific interest in the nature of idioms. As idioms are fixed expressions of which meaning cannot be easily guessed from the meaning of the composing words, their unpredictability can sometimes surprises the students in the learning process and make them feel fascinated. A significant number of participants also stated in their answers that they found idioms interesting and funny to learn, which clearly led to their satisfaction while learning idioms. The last reason that might explain this situation is that idioms, although are commonly used among native speaker, are not widely known and understood by many foreign language English learners. Consequently, some students might get interest in learning idioms due to the fact that they simply like learning things not many people know about.

Integrative motivation ranks thirdly among the four motivational constructs according to the order of importance. As mentioned in the above in the definitions of key terms, integrative motivation involves the desire to "become integrated into" (Gardner, 1983) or to "be like valued members of the community that speak the second language" (Krashen, 1981.) So when a learner is impacted by integrative motivation in their decision to learn idioms, it means that he or she learn these expressions in order to know more about the culture and values of the cultures associating with the language, to contact more efficiently with native speakers or to support their living in the foreign community that uses English. The most common integrative reason of the fast-track students for learning idioms is to effectively contact and communicate with native speakers of English. This reveals the students' proper awareness about the importance of idioms in the English language as well as in communication of the native speakers. Since the native speakers of English often use idiomatic expression in their daily speech, it is a should for non-native learners to equip themselves with adequate knowledge about idioms to avoid misunderstandings and miscommunication. Responses collected from the questionnaire and the interview also proves that some of the students do learn idioms because they find the reflection of cultures in those fix-terms. This is understandable because just like the Vietnamese idioms or proverbs, English idioms sometimes also contain hints about the beliefs and values of the English speaking culture they originate from. Moreover, by comparing and contrasting some equivalent idioms in Vietnamese and English, the students might realize the differences between the two cultures. Although being chosen by a fair number of participants in the questionnaire, the reason of wanting to live in an English speaking country was actually not mentioned by any of the subjects in the interviews. This may result from the fact that the students are just enter their first year of the university and have not set themselves any plan about living or studying in another country yet.

Finally, instrumental motivation was rated as having the least impact on the students according to the questionnaire result. It means that the majority of fast-track students do not learn idioms for the sake of examinations, scores or to serve their future jobs. This was quite an unexpected result to the researchers since according to common situation; Vietnamese students often give prominence to their academic results and future career when making education-related decisions. The reasons behind this result were disclosed thanks to the interviews. Many of the students still listed reasons like getting high score, doing the tests more effectively or aiding their future jobs as some of their motivational source for learning idioms. However, they do not consider those reasons as the main factors that urge them to learn. This might result from, according to one of the participants, the fact that the students do not often encounter idioms in their tests and do not have difficulties dealing with them in examinations. Therefore, they do not really need to learn idioms just to get higher scores or the like. Moreover, in their English

lessons at the university, the teachers rarely mention or teach about idioms and thus forming the idea of the students that they do not need knowledge about idioms to be a teacher. Nevertheless, there still exist opinions that learning idioms is a way to get higher scores in tests as well as to support future professions. The students' differences in level of English competence as well as in their understanding about idioms might be the root of this seemingly controversial result. While to some students, the idioms appearing in their tests are easy to deal with, to some others, they can be quite challenging. By the same token, while some students are fully aware of idioms' importance in English language, some others might not hold the same opinion. Moreover, since idioms have various forms and categories, students might not be able to easily recognize them in their tests or in other English materials they approach, making them have the idea that idioms are not commonly used in English language.

According to Gardner (1972) success in learning a foreign or second language is likely to be lessened if the dominated motivational orientation is instrumental. Consequently, it can be inferred that in the situation of FELTE Fast track students, the English idioms learners, although do not have the most desirable type of motivation in learning idioms.

3.3.2 *VietnameseFirst year FELTE Fast-track students' attitudes towards learning idioms*

The first year FELTE students' attitudes towards learning idioms are examined based on the three components of attitude, namely *cognitive,affective* and *conative* attitudes. Accordingly, the questionnaires and interview questions were also designed to investigate the students' belief, affinity or disfavor, and behavioral intentions towards the act of learning idioms.

As for students' cognitive attitude, it can be clearly seen that the majority of them have positive belief about learning idioms. The largest number of the participants agrees on the ideas that *it is necessary for advanced learners of English to learn idioms* and *learning idioms can help improve the understanding about the culture of English speaking countries.* Similarly, statements about negative belief on learning idioms such *as learning idioms is a waste of time because we do not use them much at school* or *learning idioms is unnecessary because I can use simpler words/phrases to express my ideas* received disagreement from most of the participants. In the interview sessions, many students also expressed that they think learning idioms can be beneficial to them in many ways.

About affective attitude, in the interviews, 100% of the subjects claimed that they like learning idioms. In the questionnaire, positive affective statements like *I like learning idioms since it can be interesting and funny.* or *I like learning idioms since it is beneficial for me.* received major agreement while negative statements like *I do not like learning idioms because they are boring.* or *I do not like learning idioms since I do not find it beneficial for me.* were not favored by most of the students. Therefore in general, it can be said that the overall affective attitude of the students towards learning idioms is positive. However, in the questionnaire, there are two affective statements that were answered with high uncertainty by the students which are *I do not like learning idioms since they are very difficult.* and *I like learning idioms because they are easy to remember.* Nevertheless, the researchers think that this does not really affect the result of the questionnaire as well as the interview. The reason behind this might be the fact that some students might find idioms difficult, but do not really hate learning it, while some others do find learning idioms easy, but do not really like it for that sole reason.

Finally, the results also show that the fast-track students' behavioral intentions towards learning idioms were quite positive. In the questionnaire, a majority of the students responded with favor while being asked whether they want to learn more about idioms. In the interview sessions, most of the students also stated that they would be willing to learn more about idioms, both by themselves and from the teachers. Some of them also shared that they hoped their teachers at the university would provide them with more knowledge about idioms in their lesson.

With reference to the previous studies, the findings of this research yield totally different results comparing to any of the related studies in terms of the students' motivation. While in most of the previous studies, instrumental motivation is considered to be the most influential motivational construct in students' language learning, in this study, the result is completely reversed. In terms of students' attitude, the studies share similarly positive results with most of the researches.

4   CONCLUSIONS AND SUGGESTIONS

Concerning the students' motivation, the findings showed that the personal motivational was the primary source of the students' motivation and orientation for learning idioms in English. Intrinsic motivational construct was also regarded as an important motive to the students in their idioms learning. Integrative motivational construct appeared to be fairly important to the students and lastly, instrumental motivation has the least impact on the students when they learn idioms in English.

In regards to the students' attitudes towards learning idioms in English, the results revealed that the students generally had positive cognitive, affective as well as conative attitude towards learning idioms, which indicates that they have positive belief, preference and behavioral intentions towards this act of learning.

4.1   Pedagogical implication

Since the main motivational construct that impacts the students' idioms learning is personal/developmental motivation, the English teachers in the FELTE can base on the characteristics of personally/developmentally motivated learners to design activities and materials while teaching idioms to these students. For instance, because personal motivated learners often have interest in watching movies, TV programs, reading books or listening to music in English, the teachers can sometimes let students watch short video clips or listen to songs that contain idioms. After introducing the materials to the students, the teachers give explanation of the meaning and usage of the idioms to the students. As the idioms are attached with interesting context like video clips, books or music, the students will find it easier and more motivated to learn idioms.

The overall attitudes of the students towards learning idioms were very positive, which indicates that they have interest in learning this aspect of language. Because of this, teacher might consider to include more idiom-related content into the English lessons to help the students enjoy the lessons more. In the interview, some students replied that they would like to learn more idioms from the teachers but do not want to learn in a too intensive and stressful way. Therefore, the teachers might consider turning the idioms learning content into relaxing and funny activities like individual or group games. As some students do not like to be tested and examined about their idioms knowledge, the teachers can also turn the idioms reviewing sessions into competitive memory games to encourage students to review the knowledge they have learned about idioms.

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EXPLORING 21ST CENTURY TEACHERS:HOW ARE YOU READY TO IMPROVE WITH ICT?

Nur Kamilah
k4m1lah@gmail.com

Fitria Aftinia
niafa13@gmail.com

State University of Malang
Jalan Semarang No. 5 Malang

Abstract

This study aims at knowing howIndonesian's in-service teachers integrate ICT in their classes for better and effective ELT. This study used descriptive qualitative design which the main instruments were the researchers and list of questions for interview was composed as the supporting instrument. The interviews were conducted to six teachers who teach English in several schools in Surabaya and Malang. The teachers were purposely chosen based on some criteria. First, they are graduates of English Language Teaching major. Second, they have been teaching not more than five years. Third, the schools where they teach have facility of ICT or at least the electricity is available there. The interview conducted was recorded and the data collected were analyzed. Although the teachers were aware of the importance of ICT and liked to update the latest issue of technology to keep it up, the result showed that their capability to integrate it in language learning was not enough since some thought ICT was only used as attraction or variety. It may be caused by their lack of pedagogical skill, however, other factors such as schools' and students' readiness could take roles as well. The findings lead to the conclusion that English teachers were not completely ready in some ways. However, these teachers still have spirit and passion to improve themselves which it indicates a good asset to the better ELT. Knowing and realizing this, it is suggested that these findings can help the authorities as the ones who have power to set the plans to improve teachers for better outcome of ELT.

Keywords: 21th century teachers, ICTs, advancement of ICT, readiness to improve

1   INTRODUCTION

ICT stands for Information and Communication Technology that includes some products of technology that facilitate communication, like 'computers, the Internet, broadcasting technology (radio and television) … telephony' (Tinio, 2003) and 'any communication device or application' (Raval, 2014). By the 21st century, using the tools, ICT has succeeded in transforming the way people communicate and carry out their daily tasks in almost every element of their lives. They need not to cost a lot of money and time to get in touch with friends because they can use several kinds of application that help them

reach people away from them. Moreover, information from any part of the world can only be the matter of a touch. Above all, things get easier with ICT.

In the process of teaching and learning EFL, ICT also has proven its existence. The Internet has been used as a tool to search more materials to be delivered in the classroom using the computers and projectors by the teacher aside from books. The teacher can search for definitions, examples, figures, tasks, games, and tests for measuring the students' skill from the Internet and transfer it to the computer for further processing. Meanwhile, the students can enrich their knowledge and strengthen their language skills independently using several kinds of application in their gadgets. The classroom becomes a spot to share what they already know, not as the only place to learn Indeed, ICT can help both teacher and student teach create, store and share information in its most effective and efficient way. However, as it is developed and introduced to ELT, a number of promises for ELT as well as challenges are also there to be faced by the executors. In fact, these promises and challenges are the subjects of considerations for teachers whether to use ICT or not in their language classes.

1.1 ICT'S PROMISES FOR ELT

ICT and its capability to help ease people's tasks offer several promises for ELT. Isisag (2013) lists four of which, they are adaptability, novelty and creativity, feedback, and capacity to control presentation. These promises of ICT are distributed to every element of ELT, to name student, teacher, and process of learning.First, adaptability means that the integration of ICT in ELT class makes possible for the adaption of teaching according to circumstances, learners' needs and responses. Next, the teacher can reach the novelty and creativity for they can use recent/daily materials, as well as offer authentic materials on the web. For instance, the teacher encourages the learners to find friends overseas through the Internet or social media. Also, integrating ICT to ELT encourages learners' engagement because the teacher can provide fast feedback with error correction, even negotiation happens to engage learners. Finally, it provides the capacity to control presentation. It allows the teacher to combine text with visual which makes lectures more interesting. Integrating ICT also facilitates the learners' different learning styles. In a nutshell, the integration of ICT opens more rooms for teachers to have the learner-centered learning applied in their classes; and it still can develop along with the developing of ICTs.

1.2 ICT'S CHALLENGES FOR ELT

Though incorporating ICT in the process of ELT promises for the effective learning of English as a foreign language, this also brings challenges to every element involved in it. To teachers, incorporating ICT would challenge their professionalism as a teacher. Cahyani and Cahyono (2012) have attempted to describe the teachers' attitudes when integrating ICT in their teaching and learning process; the teachers performed positive attitudes to ICT in their classroom and admitted that they were not capable of utilizing several tools of ICT. In fact, the teachers will have to adapt with the fast advancement of ICT which means that they need to invest more time to both learn the subject matter and learn to play with ICTs. Besides, incorporating ICT in ELT challenges the teachers' position in the classroom. Added by Harendita (2013), the teachers had to adapt with the shift of role from the teacher-centered to more learner-centered learning, whereas some teachers were still comfortable teaching using the lecturing method. This point was further described by Mokoginta (2013) that found how the teachers assumed their portion in the class as the jars to fill up the students with knowledge, so as the students positioned themselves as the receivers of knowledge from the teachers. This becomes the challenge

to the students in order to take more steps ahead, rather than simply wait for their teachers to give the material, as this goes more to learner-centered learning. However, to lead the students to what they had better do, the teachers need to be pedagogically knowledgeable about what to do in the classroom. Therefore, this study was aimed to describe how English teachers in the 21st century prepare themselves to teach.

2 METHOD

This study employed descriptive qualitative design which intended to find out how Indonesian's in-service teachers integrate ICT in their classes for better ELT. The subjects were six teachers of junior and senior high school in Surabaya and Malang. The subjects were purposely chosen based on some criteria encompassing those who graduated from undergraduate program of English Language Teaching and they have been teaching English not more than five years in schools which have sufficient facility especially in technology for teaching and language activity. The details of each teacher are provided in Table 1.

Table 1. Description of the Subjects

	Study Background	Years of Experience	Current School
1	State University of Surabaya	1 year	SMA Khadijah Surabaya
2	State University of Surabaya	2 months	SMA Amanatul Ummah Surabaya
3	State University of Surabaya	1 year	SMP Santa Carolus Surabaya
4	State University of Surabaya	1 year	SMP Islam Tri Shakti Surabaya
5	State University of Malang	1 year	SMPK Santa Maria 2 Malang
6	Malang Islamic University	2 years	MA Attaraqie Malang

The main instruments of this study were the researchers themselves supported by questions made for interview to the teachers as the subjects. The questions include (1) whether they use ICT in their teaching in classroom, (2) how they study for utilizing ICT in their teaching, (3) their views of utilizing ICT in teaching and learning activity, (4) what they have and master related to ICT, (5) their awareness of the development of ICT and how they cope with that, (6) and their consideration of roles shift from teacher-centered to student-centered in class. Additional questions were delivered if needed during the interview.The data got from the interview then recorded and analyzed.

3 FINDINGS AND DISCUSSION

From this study, it was found that all teachers interviewed used ICT in their teaching activity. Most of them argued that using ICT is important whether it is used as ice-breaker, support of the teaching and learning activity, or variety in classroom. However, some said that school condition and students' needs need to be considered when ICT is intended to be used. Further, they described that the school environment needs to effectively support to incorporate ICT in the learning, like providing adequate resources. When asked about how they learned to use ICT, most of them admitted that they could use those information, communication, and technology by browsing the Internet and sharing with friends or seniors. It shows that they themselves have initiatives for learning in utilizing ICT in their classes. Related to ICT they usually use in class, most teachers

used computer and projector. It is in line with their responses which stated that the Internet and Microsoft Office are those they master most.

Concerning the development of technology, all the interviewees are aware that it grows fast in recent years and most of them used the Internet to keep it up and get the latest issue. Many of them are also aware of the role shift from teacher-centered to learner-centered, especially by the fewer portion for teacher talk, substituted by the student talk. Despite the teachers' will to keep up with ICT, some obstacles are faced in implementing it in classroom, for instance, students cannot focus on learning, they are easy to get bored, and poor Internet connection. According to one of the teachers being interviewed, one student in her class is addicted to online games and he learned English a lot from it because he needs to chat to foreigners. It means that even learning can be done by making use of what students like. To avoid the misuse of the gadgets, however, another teacher stated that control from both parents and teachers is really needed. Therefore, some teachers sometimes become managers or controllers in class depending on the class condition. Another also stated that roles the teachers take should be adapted depending on school condition and students they face. The responses are more clearly shown in the following table.

Table 2. Findings from the English Teachers

Categories	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Using ICTs	Computer, projector	Cell phone, computer, projector, recorder.	Computer, projector, Internet.	Internet	Laptop, Internet, games.	Laptop, projector, video, power point, flash.
Learning ICTs	From her study in college and sharing with other teachers.	From her study in college	Learning on her own.	From training of K-13 in West Surabaya, sharing with senior teachers and college friends.	Learning on her own.	From sharing with college friends.
View on ICTs	It is effective to be used only as ice-breaker to catch students' attention.	It is very important because it can support teaching and learning process	It is quite helpful and it can make learning vary. Students can look up the	It is very important especially those which can be practically used	It is very helpful because it is more interesting so students are not easily bored.	The use of ICT is important but it still depends on school condition and students

		in classroom.	references needed.	and it should be appropriate for students.		themselves.
Mastering ICTs	Internet.	Computer, Power point, Internet.	Internet, Microsoft Office	Internet, blog Facebook, Microsoft Office	Microsoft Office, Internet.	Projector, Internet, speaker, Edmodo, and some other social applications which are important for education.
Keeping up with ICTs	Browsing the Internet to know the latest technology.	Browsing the Internet to know the newest technology.	Reading newspapers, browsing the Internet, learning from TIK teachers and students	Getting more knowledge related to ICT and implementing it in teaching language depending on students' needs to support learning.	Updating the information related to ICT from the Internet, having a discussion with friends and students.	Learning by doing. Keeping up with ICT which is interesting.
Teacher positioning	Facilitator who facilitates students who may have difficulties.	Facilitator who emphasizes on student-centered learning.	Teacher centered and student-centered learning depending on class condition and teaching material.	He does not really agree with teacher-centered and believes that students should take more	Manager who allows students to deliver opinions regarding what they know.	Student-centered in which teacher is not the only source of knowledge.

				roles in classroo m.		

3.1 The 21st Century Learning: Teachers and Demands

The 21st century comes not only with the hi-tech but also with demands heaved on the shoulders of the users, especially in learning. 21st Century Skills for Teachers and Students (2010) describes that teachers and students need to build themselves with the skills relevant to the century. Several of which are critical thinking and problem solving, creativity and innovation, and several skills of literacy.

Critical thinking and problem solving go almost on the same path where the students who can think critically can also find possible ways or alternatives for solving the existing problems. The book of 21st Century Skills for Teachers and Students (2010) has concluded the ability that individuals need to achieve, like the ability to 'analyze, interpret, evaluate, summarize, and synthesize information'. In fact, this ability can be nurtured by the teachers by the assistance of ICTs. Additionally, Scriven and Richard (1987) define critical thinking includes the ability to conceptualize, apply, and evaluate the information to reason their belief and action. In Indonesia, Masduqi (2011) has analyzed that Indonesian university students tend to accept what is said by experts and are less enthusiastic when asked to say their opinions on certain subjects. He added that this is possibly caused by their high school teachers giving them less opportunity to sharpen their critical thinking skills in the class. Fortunately, the ICT in the 21st century is ready with their promises to help encourage learners to participate more in the classroom, for instance, by using the Internet to find alternative references for the students to study the problems provided by the teacher, or to use the ICTs to collect the data to find the current problem in their environment.

Besides, the 21st century learning demands teachers and students for more creativity and innovations because ICT makes information more open to everyone who can access the Internet. Creative thinking and innovations are what good for students for their lives. Having creative and innovative thinking makes them more productive, from which they can live a better life. Actually, the students who are encouraged to improve their language skills can learn the way thenatives speaks from their favorite movies, as this becomes the authentic source of learning the language. Alternatively, they can invite their friends to build a chat forum to talk about their hobbies in English. Indeed, when they have the creative thinking and innovations, they will have the skills to see opportunities for learning. However, the creativity tends to be considered as an aptitude or gift, which someone grows with, whereas teachers can grow this seed of creativity while teaching them. This point of view keeps teachers from making efforts to improve the creativity. Then comes ICT which makes this duty easier to be accomplished by the teachers especially when they can read the situations of how to attract their students in order to make their creative thinking grows as weeds.

Studying the responses from the English teachers, the 21st century learning has not been utilized properly to sharpen the students' critical thinking and problem solving skills as well as the creative thinking and innovation skills. They mostly use computer and projector and they tend to incorporate ICTs as an alternative to the learning activities in the classroom so that their students' attention can stay longer than usual, rather than the main media to trigger the students' critical thinking. Thus, this is still far from what is expected in the 21st century learning. For the 21st century learning, NCREL (2003) in Pacific Policy Research Center (2010) mentions that the teachers and students need to be able to teach and learn in a 21st century context and content, which means that there

should be an appropriate learning objective put on them. Unfortunately, the teachers' view on ICTs in ELT fails their readiness to improve with ICT.

Lack of ICT literacy is one of the causes of why the use of ICT by the English teachers in the study could not go effectively that this fails to fulfill the demand of the 21st century learning. A teacher has the ICT literacy skill when s/he can not only know what ICTs are but also know how to use them effectively for the teaching and learning.Orlando (2014) found in her study that the teachers also lack of pedagogical knowledge when incorporating ICT, especially in a way that they are confused which ICT works best for which language skills. It helps to explain the teachers' responses of the present study. Although teachers read newspaper, browsed the Internet or other media to keep up with ICT, whether they know how to use them appropriately in teaching is still questionable.

Another possibility is that utilizing ICT in ELT has not been the teachers' focus at the moment because they have witnessed other more important edges to work with. Like the responses from subject 4 who believed that, most students in his school are from low-middle family for the financial matters and they have low motivation in learning. Therefore, he focuses on the very simple one before using such high technology, for instance, he prefers dealing with the motivation first to utilizing ICT in learning. In addition, he thinks that teaching students something that they can practice directly in the field and knowing how to 'touch' or engage them are more important. Likewise, subject 5 and 6 mentioned that in spite of the importance of incorporating ICTs in the classrooms, the students' conditions and the readiness of the school are considered more important. In the school where subject 6 has been teaching for two years, does not fully facilitate the teachers or students to use ICTs in the classroom. Even the students need to share the language laboratory and other devices like LCD not only with other classes but also with the neighboring school. This condition keeps him from maximizing the use of ICT in the classroom. He also describes that some of his students are not familiar yet with the updated ICT devices because of the financial conditions of their families. Besides, subject 5 emphasizes more on the behavior of her students that she believes is what she needs to watch for more. To her, by incorporating ICTs in the classroom, managing her students in the classroom would be more difficult.

Therefore, the teachers' confusion may be classified as a dilemma they need to deal with, which on one hand they need to maximize the learning opportunities of their students by the assistance of ICTs, while on the other hand their students seem to show incorporative attitudes towards the learning process. Then, such dilemma may best explain how the teachers react to the 21st century learning, especially with ICTs that have brought along promises and challenges to them as teachers.

3.2 Assisting Teachers

The teachers' responsibility is undeniably high that they are expected to prepare the students to better their lives as well as the country in which they live. On the other hand, the study has attempted to describe the teachers' readiness towards the 21st century learning along with its demands on teachers and students. To recall the information from the findings, some schools have other problems other than utilizing ICT in ELT, especially problems with the facility and the students' behavior. Nonetheless, this would be unwise to give up the possibility that the teachers are lacking of pedagogical knowledge that leads to being illiterate in ICT, especially in knowing how to maximize ICT in ELT. To conclude, the crucial points to work with are preparing the schools and students with ICTs, and improving their capacity as teachers with adequate pedagogical knowledge in ICT for learning, especially the practical knowledge of ICT in ELT. In cities like Surabaya and Malang, technology is not difficult to be reached and many

students are already familiar with it. Therefore, letting them know how to use the ICTs effectively for learning is also necessary to work with.

Of the responses of the English teachers, not one disagrees that personal effort in keeping up with the advancement of ICT is one of plans they can execute. This effort varies from self-teaching like by reading updated information about ICT, learning from peers, learning from ICT teachers, and even learning from their students. These teachers have equal passion in teaching and improving themselves which can be a ticket for them for more professional improvement which is still a long way to go. In fact, they have the same view of positioning themselves, that they make themselves as not the only one source of information in the teaching and learning, though they still need to work more for maximizing the learning with ICT.

4 CONCLUSIONS AND SUGGESTIONS

This paper describes the attitudes of English teachers from several schools in Malang and Surabaya towards the 21ˢᵗ century learning with ICT. The findings reveals the pattern in the attitudes that the English teachers are aware of the importance of ICT in ELT and how ICT can develop rapidly that they need to make themselves updated. They are also aware of the possibility that their students can be more digitally literate than they are. Despite the responses, this was analyzed that their attitudes towards ICT in the 21ˢᵗ century learning fails to show how they cope with the demands. They incorporate ICT in the teaching and learning mostly as substitute and assistance. This does not show their awareness of improving the skills of critical thinking, problem solving, creativity, and innovations. Even though it is possible that they lack of pedagogical knowledge, other variables also contribute, such as the schools and students are not ready with the challenges of ICTs. The findings can help the authorities to set the plans to improve English teachers in order to make better learning outcomes of ELT, not to mention by their high motivation for self-improvement as English teacher. Indeed, this could be a task for us as the prospective English educators that ICTs promises should not blow us sky-high, in fact, some sides of ELT in Indonesia seem not ready yet to catch up with ICTs speed; this could mean that following ICTs is following the ego at the same time.

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LEARN TO KNOW YOURSELF AND YOU LEARN TO KNOW THE WORLD; PRACTICAL STEPS OF MAXIMIZING SELF ASSESSMENT PRACTICE IN LANGUAGE CLASSROOMS

Alfima Azmi Imananda
imanandaalfimaazmi@yahoo.com

Abstrsact

The latest Curriculum 2013 adopts scientific based approach which emphasizes on the practice of student-centered method and mastery goals. This belief requires the students to be critical and independent in developing their knowledge and skills rather than only attaining high scores in their learning experience. The government then sets authentic assessment as the standard assessment procedure to target a better learning practice and result for the students. As a part of authentic assessment, self-assessment seems promising to develop students' metacognition and efficacy which are needed in language learning. This paper elaborates the integration of self-assessment practice in the classroom. It aims at describing the practical implementation of self-assessment through worksheet, rubrics, activities, and tasks. There are procedures and samples to develop self-assessment worksheet strategies which are intended to make the students accustomed to the idea of self-assessment before and after the learning process. Moreover, this paper illustrates self-assessment integration into in-class activities and tasks like traffic light cones, My confession project, Bucket lists, and portfolios. Along with the spirit of Curriculum 2013 that focusing on the character building, this paper also discusses self-assessment for student personality and behavior through Angel and Devil Side of Mine journals. The procedures and samples are modified from the related literature into Indonesian language learning contexts. The samples and procedures hopefully can promote the implementation of self-assessment in Indonesian language learning.

Keywords: self-assessment, Curriculum 2013, alternative assessment in Curriculum 2013

1 INTRODUCTION

Curriculum 2013 nowadays requires the teachers carry out authentic assessment in their classroom (Kementrian Pendidikan dan Kebudayaan, 2013). The main purpose of this policy is to enable the students in reaching the mastery goals in their learning process which focuses on the students' cognitive skill improvement such as thinking and monitoring in solving tasks (Dweck, 1996). In line with the new policy in the Curriculum 2013, this paper is in attempt to elaborate self-assessment as a part of authentic assessment. This assessment procedure is likely a promising method to foster the students' motivation, metacognition, and self-efficacy in their learning (McMillan&Hearn, 2008). The following subchapter is the discussion on what self-assessment and its benefits and how it can be implemented in the classrooms with its possibilities and challenges.

2   SELF-ASSESSMENT IN LANGUAGE CLASSROOM

Self-assessment can be defined as how people evaluate, measure, and judge their ability with the identification of strengths and weaknesses to optimize their knowledge and understanding (Klenowski, 1995; Elder, D., 2010; Paranedo, Brown, & Courtney, 2014). Self-assessment in classrooms is often puzzled with the term self-evaluation. Self-assessment is restricted to the informal judgment of accomplishment (Gregory & Cameron Davies, 2004). On the other hand, self-evaluation is highly related to how students evaluate their accomplishment in which their judgment will be considered in the grading process.

This paper mainly discusses self-assessment, which does not include the evaluation data in the grading process. The focus on self-assessment instead of self-evaluation is considering the idea that linking self-assessment with the scores can defeat the purpose of self-assessment in fostering learners' self-efficacy and intrinsic motivation in learning (Vince, 2006).

2.1   Why We Should Implement Self-Assessment

Self-assessment is proven to be beneficial for both teachers and students. Self-assessment is more easily constructed than other types of assessment. For students, it can improve their efficacy and intrinsic motivation which can lead to the performance improvement in learning. When the students are assessed, the information of evaluation data can influence their self-efficacy which can contribute to the positive expectations about their future performance. The more confident the students, the higher expectations and standard they set for their next goals. Besides, they tend to persist with the failure they encounter in their life. Then, highly motivated students are likely to perform better in their learning. Moreover, it can encourage the students to be responsible of what they have learned and what they judge. (Ross, 2006; Rolheiser & Ross, 2010; Ross, Rolheiser, and Hogaboan-gray, 2010; Pajares, 1996).

Self-assessment challenges teachers in its implementation (Rolheiser & Ross, 2010). Teachers must be capable of engaging the students in the learning activities since self-assessment is not counted in the score decision. (Bellanca &Berman, 1994; Garcia &Pearson, 1994). Besides, Rolheiser & Ross (2010) specifies that teachers need to develop a detailed scoring rubric and the descriptor. Besides, teachers should be cautious in teaching and implementing self-assessment in the classroom since once self-assessment is not done appropriately, it can lead to unrealistic goals, ineffective learning strategies, low effort, and excuses in neglecting the task (Stipek, *et al,* 1992). Anderman *et al (*1999) also asserts that students who negatively assess themselves tend to adopt social rather than academic self-image in their learning. The last study conducted by Black (2000) reveals that many parents do not agree to their children in assessing themselves as they see children incapable of assessing themselves.

2.2   Get Started!; Tips and Strategies in Implementing Self-Assessment

There are several tips and strategies summarized from several experts' point of view (Rolheiser & Ross, 2010; Ross, 2006; Vince, 2006). The first step in implementing self-assessment is to explicitly explain to the students that it does not affect their score. Then, the teacher can use formative and predictive questions like, "*How am I doing?" ,*"*Could I perform this task?*" during the learning process. The questions can lead the students to notice the importance and purpose of their learning.

2.3 Steps in Implementing Self-Assessment

The important elements in self-assessment are the level of guidance and control that the teachers provide in each step, as well as the suitability of language of instruction. The higher level and the longer self-assessment is implemented, the less guidance and control that the teachers provide. Besides, at the lower level, students needs more concrete samples and detailed criteria. On the other hand, at the higher level, the students possess more freedom and responsibilities in determining their own learning goals and strategies. Full level of self-assessment implementation demands the students to be fully responsible with their learning. The following is the detailed steps in implementing self-assessment in classrooms.

Table 1. Growth Scheme for Teacher Implementation of Stages of Student Self-Assessment. Taken from Mc Hillarn & Hearn (2008) and The Capacity Building Series (2007)

	Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Classroom norms**
Level of implementation	**Establishing criteria**	**Teaching students how to apply criteria**	**Providing feedback to students on application of criteria**	**Setting learning goals and strategies**	-
Beginning	Criteria given to students for their reaction	Examples of applying criteria given to the students	Teacher provides feedback Feedback focuses on one or more dimensions The students can respond to the feedback	Goals and strategies determined by teacher	Self-assessment is done after the instruction
Intermediate	Students select criteria from a menu of possibilities	Teacher describes how to apply criteria	Feedback provided by both and students Feedback is specific; strengths and areas of growth are specified Students can justify the	A menu of goals and strategies is provided by the teacher	Self-assessment is done before and after the instruction

			feedback to peers and the teacher		
Full	Students generate criteria	Teacher models how criteria apply	Teacher engages students in justifying their feedback

Multiple sources of specificfeedback are available.

Teacher and/or peers engage in dialogue about self-assessment. | Student constructs goals and strategies | Self-assessment is done throughout the learning process with various instruments |

2.4 Instruments in Self-Assessment

Although there are checklists and exemplars as the instruments of self-assessment, rubrics are more powerful instruments in describing detailed performance and reflection in which students might consider the feedback as the destination of their learning product standard (Saddler &Andrade, 2004; Spandel, 2006). The success of self-assessment implementation highly depends on how well the rubrics are written. There are two types of rubrics, namely holistic and analytic scoring rubrics (Brookhart &Nitko, 2008). Holistic allows assessors to evaluate all components of performance simultaneously. This rubric is faster and requires less time to achieve inter-rater reliability. However, this scoring does not demonstrate the specific details in a performance which needs to be improved. In contrast, analytic focuses on evaluating each criterion, dimension, and trait in a separated way. It takes more time in its scoring, but it informs the diagnostic information to teacher and formative feedback to the students. The decision of teachers when choosing the suitable rubric for self-assessment is very relative. It depends on the level of the students, the objectives, and the situation. Sometimes, teachers can work with holistic rubric, but they can shift to the analytic one when they want the students to focus on specific components that need to be improved (Chamot, 1988).

There are some steps in developing rubrics. The first step is to set goals for each assignment or projects. The goal illustrates the standard of what the students have to achieve and how the achievement is demonstrated. Then, teachers can weigh each component. The relative weight of components depends on the objectives of the assignment, the situation, the students, and the teachers' belief. After that, teachers can organize the rubric to describe the various behaviors for each component. In developing the rubric, teachers should be aware that the more detailed the rubric in describing the component of a performance, the students can judge themselves more accurately. Not mention, teachers need to be careful with the language in the rubric. The language in the rubric must be "student-friendly" or intelligible language.

2.5 Self-Assessment Activities/Strategies

We can integrate self-assessment into our learning strategies. Below are some possibilities that the teacher can use to implement learning and assessing at the same time.

   a) Traffic Light Cones

Traffic light cones can be in the form of card or cone with red, yellow, and green colors. Red card means "I don't know"., yellow means "I have some questions", and the green one means, "I got it!". This strategy can be done anytime whenever the teacher explains a particular issue in the class. Nevertheless, this instrument is most suitable to be used in reading and listening skills. The teacher just needs to stop for a few minutes when he/she explains and checks the students' understanding using the cards or cones.

   b) Learning Logs

As what been mentioned above, learning logs can stimulate the students to write. Learning logs can be used when the students learn how to write recount texts. This genre requires the students to recall their past experience. In this situation, writing journal or learning logs will help the students practice writing the text.

   c) Bucket List

Bucket List is actually a checklist which the students have every topic, assignment, or project in all skills. This list contains their target or "wish", their current ability, and their strategies to make the wish come true.

   d) My Confession

This project can be carried out in speaking skill. The teacher can ask the students to record themselves telling what they want to achieve, what they do to achieve the goals, and how the gap between the expected goals and their current performance. This project can become not only the assessment tools but also the project to tell the experience the students had during the learning process.

   e) Angel and Devil Side of Me

Angel and Devil Side of Me can be in the form of a journal or learning logs for individual learner or poster for a classroom. This instrument deals more with the students' behavior in the class or during certain period of time. When they have done good deeds, they will record it in the angel side. However, when they do bad behaviors, the students have to write in the devil side. "Angel and Devil Corner can have further wash back to the learners by giving the nuance that they are being watched by God through devil and angels so that they have to be careful in their attitude and behavior.This is in line with the spirit of curriculum 2013 which emphasizes on religiosity and character building inside the learning process.

2.6 Is Self-assessment Reliable and Valid?

Ross (2006) explains that the internal consistency of self-assessment is high. In the practice, student self-assessment score is higher than teacher rating (Aithchingson, 1995, Boud and Falchikov, 1989). Young learners commonly overestimate their own ability because they lack cognitive skills to integrate information describing their qualities.

Interestingly, high achievers in college and high school could give more accurate report about their grades.

Harris and Brown (2013) argue that accurate result of student self-assessment is linked to the level of difficulty of the task that the students are dealing with and the students' ability in assessing themselves. The more difficult the task is, the less precise the students can report their performance. To solve this issue, Harris and Brown (2013) suggested the teachers construct specific and concrete rubric. The more specific and concrete standard or reference point can provide more accurate self-assessment data.

3   CONCLUSION

Self-assessment needs commitment and demands more labor for teachers. The teachers should make the learning meaningful so that the students can notice the importance of learning the topics and become motivated. Highly motivated students are one of the keys of self-assessment implementation. These students can easily get engaged to the learning process and develop their learning performance. Another key issue in carrying out self-assessment in the language classroom is the existence of well written rubrics or instruments. The rubrics can be the destination or reflection for the students which describes what performance they have to achieve and how the performance works.

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ARE PRE-SERVICE TEACHERS READY TO ACCEPT NEW ENGLISHES?:A CASE STUDY

Flora Debora Floris
debora@petra.ac.id

Petra Christian University, Surabaya -- Indonesia

Abstract

This paper discusses the perceptions of non-native English speaker pre-service teachers towards Englishes and which variety of English should be taught and learned. The study described in the paper involves the analysis of (1) questionnaires filled in by 100 Indonesian pre-service teachers, (2) listening journals written by 30 non-native pre-service teachers after listening to audio recordings available on 4 different websites and (3) interviews with 15 pre-service teachers to find out their current reflections on Englishes spoken by people from diverse linguistic and cultural backgrounds. Pre-service teachers are selected to be the respondents of this study because they carry with them some strong ideas and beliefs about ELT (including the ones on varieties of English) which can significantly impact their learning process during their education program and their future pedagogical practices. Based on the findings, I would like to argue that teacher education should go beyond the inner-circle dichotomy and should focus on the preparation of competent users and teachers of EIL.

Keywords : SEnglishes, English varieties, NNEST, pre-service teacher

1   INTRODUCTION

In recent years, the number of English speakers has been on the rise because more and more people use English as an international language to communicate with other nationalities in both local and global settings. English is the official language of several countries. It is characterized as a second language in such countries. In other countries all over the world, English is also used in the commerce, the media, the technology, the educational system, etc. The role of English as the world's lingua franca has brought some impacts.

The most significant impact is related to the number of non-native English speakers. English is now spoken by more non-native speakers of English (NNESs) than native English speakers (NESs). Saville-Troike (2006) states that an estimated 950 million people worldwide speak English as a second or foreign language and 427 million speak English as their native language.

The increasing number of NNESs has influenced the current position of English language in the world. Some things have changed. In the past, for example, people thought that NESs owned English and that only the English varieties spoken by NESs could be considered as the "standard' language. However with the changing statistics of

English speakers, English now no longer belongs to NESs only. Widdowson (1994) claims that English belong to everyone who speaks it.

Another change is related to the existence of varieties of English. There is a growing number of English varieties in addition to the NESs' varieties such as British, American or Australian English. New English, according to Platt, Weber and Ho (1984), is a variety which fulfills the following criteria: 1) it has developed through the educationsystem; 2) it has developed in an area where a native variety of English was not the language spoken by most of the population; 3) it is used for a range of functions among those who speak or write it in the region where it is used; and 4) it has become "localized" or "nativized" by adopting some language features of its own.

Because of the growing number Non-native English speakers (NNESs), the growing diversity of varieties of English in use nowadays, and the fact that not all NESs speak the traditional Standard English varieties, some scholars such as Matsuda (2002) has stressed the need to expose English language learners to varieties of English. This shall be done to raise awareness of diversity and help to avoid "confusion or resistance when students are confronted with different types of English users or uses" (p. 184).

The problem is that not many teachers are aware of the existence of these New Englishes and that not many textbooks used by teachers include non-American or British varieties. Another problem might be because pre-service education does not prepare the pre-service teachers to be aware of the recent development in English language.

This paper tries to understand non-native English speaker pre-service teachers' perceptions of Englishes and which variety of English should be taught and learned. The findings hopefully will give a big picture of what some pre-service teachers think about The study described in the paper involves the analysis of (1) questionnaires filled in by 100 Indonesian pre-service teachers, (2) listening journals written by 30 of those 100 respondents and (3) interviews with 15 student teachers.

2   METHOD

This small-scale research employs three instruments: questionnaires, listening journals and semi-structured interviews. All respondents involved are Indonesian pre-service teachers who are still in their 4th and 6th semester of 5 different English teacher education departments in Surabaya.

Questionnaires were used because it would generate answers from a wide number of people. In this study, short questionnaire comprises of 5 open-ended questions related to the issue of standard English and English varieties were distributed to 100 pre-service teachers.

Then 30 out of 100 respondents were randomly selected by the department lecturers to participate in the next stage of the survey. These 30 student teachers were asked to keep a listening journal that should be completed at least four times a week for 4 consecutive weeks. For each journal entry, each teacher candidate should spend minimum 20 minutes listening to different speakers or different exchanges from different areas. The audio recordings were available on 4 different websites (International Dialects of English Archive, The Audio Archive, The Speech Accent Archive and International Corpus of English). After listening, the respondent had to report the "observation" by filling in the following table:

Date & Time & Transcript	Speaker's Name & Nationality & Web Link	Reasons for choice	Personal Comments
min. 20 minutes for all recordings listened on that day Please transcript each recording	Please note down the speaker's name & nationality & the Web Link	Please describe why you were interested to listen to this particular recording.	Please share your observations about the speaker's grammar, vocabulary, pronunciation, intelligibility. Please also state the possible reasons for your attitude.

15 respondents who had filled-in the questionnaires and submitted their listening journals were randomly selected by their department lecturers to participate in the next stage of the survey, i.e. interviews. The interviews were done individually and each interview lasted for about 30 minutes. The goal of the interviews was to get more information about the pre-service teachers' perceptions towards the issues of standard English, Englishes and the pedagogical implications.

3   FINDINGS & DISCUSSION

The pre-service teachers' answers on the questionnaires reveal that the majority of the respondents had never knew the changes happen towards the English language or the principles of teaching EIL. One of the traditional beliefs that they still had was that the best and the standard varieties of English were American and British English while other varieties such as Singaporean English were bad and should not be introduced to their (future) students.

American English and British English were considered as the standard varieties and they should be the role models in their language classrooms. The top 3 reasons why these two varieties were selected as the standard varieties (and role models) were because they were spoken by native speakers, were comprehensible, and they sounded more educated and intellectual. Other varieties were not or less preferred as they were hard to understand and as they did not sound "right". Thus according to 90% of these pre-service teachers, it would be unnecessary to introduce their (future) students to other English varieties such as Singaporean English or Nigerian English.

Interestingly when asked whether it would be necessary to sound like native speakers, 44% of these pre-service teachers commented that it should not be necessary. 11% would like to keep their Indonesian accent to show their identity while 33% felt that the most important aspect should be intelligibility.

The pre-service teachers' listening journals also showed some interesting findings. First, there were speakers coming from 62 different areas selected by 30 pre-service teachers involved in this study. The top 5 most popular speakers were American, Canadian, Japanese, British and Australia. Second, the range of selection was quite wide. Some speakers living far away from Indonesia such as Ghana, Switzerland, South Africa, Columbia, Mongolia, Oman, Irish were also selected though the number of selection was very small. Third, the most significant linguistic feature noticed by the majority of pre-service teachers was on pronunciation. Variations in grammar, vocabulary and discourse style as proposed by Jenkins (2009) were barely noticed by the pre-service teachers.

When asked the reasons why they chose particular speakers or countries for their listening journals, some student teachers mentioned that their general or cultural or linguistic interest influenced their choices. AS wrote in the journal: "I would like to visit Thailand someday and that is why I am curious to know how Thais speak English." Another pre-service teacher (DC) wrote: "I am interested to know more about Koreans. I have seen many Korean movies and I wish to visit the country in the near future. This task enables me to listen to how Koreans speak English. Thus I won't get shocked "

Some respondents mentioned 'familiarity' and "unfamiliarity" as their reasons for choosing particular speakers or areas. DR. for example, wrote: "I'm familiar with American English. Therefore I also chose to listen to American English for this task". Another pre-service teacher (WT) described "unfamiliarity" as follows: "I want to know how Chinese people speak English. I often hear how they speak Mandarin but I never know how they speak in English.". TU, another pre-service teacher involved in this stage stated: "I once went to Japan and I could not really catch what people there were trying to say when they spoke in English. I would like to know more, so I chose Japanese speakers for this task".

The listening journals also show that in analyzing the speakers' utterances, the majority of the teacher candidates had a tendency to compare the linguistic features that they heard with the American ones. It might be because these teacher candidates were more familiar to the American variety as one of the respondents (AR) wrote in her entry: "Unlike Americans, the Singaporean speaker in the recording always pronounced "th" as "d". So he would say "dis" instead of "this"." KS, who listened to Japanese speaker also compared Japanese speaker's pronunciation to American's. He wrote: "The Japanese speaker in the recording always pronounced "tw" sound as "ts". So "twin" became "tsuin". At first, I had difficulty in recognizing this. Americans say "tw" better (clearly). They do not change "tw" sound into "ts" sound."

The interviews done with 15 pre-service teachers pointed out that the majority of the interviewees were not aware of the changes that had influenced the English language .Though after having the listening journals, these teacher candidates started to realize that English has been growing, the traditional belief, i.e. American / British English was the best variety was still there.

One of the interviewees MR said, "Standard English is the real English; and the world acknowledges this fact. American and British English are standard English". Another interviewee EY also said, "In my opinion, Indian and Singaporean English are not the real English. Singaporean English, for example uses incorrect grammar.". EC stated, "Singaporean English, for example, cannot be classified as standard English because it is different from how the way native country uses it."

But some other pre-service teachers held different point of view. As AR stated when she talked about Singaporean English, "I think it is unique because their language (Singaporean English) is different from American English especially on how they pronounce the words." Some pre-service teachers related this to a wider issue. Here is one of the pre-service teachers' opinions, "I think having varieties of English such as Singaporean English is one of the ways to make the English as one of the country's national language" (BS).

In responding to my question about how they felt after listening to various recorded varieties of English, all teacher candidates who had joined the second stage of this study stated that they were fascinated when they found out that they could listen to thousands different recordings coming from thousand speakers around the world. "I think these recordings are simply amazing. They are authentic and available online for free.

There are some English accents that I had never heard of, for example the ones from "Oman and Beligium", said FP.

The recordings also somehow 'inspire' the pre-service teachers to try to find out about other varieties. Most of the participants showed their appreciation and would like to know more about the recordings as DP said "The recordings are very useful. They serve as one of our authentic input".

When asked about whether it would be necessary to introduce different varieties of English to their (future) students, all interviewees said "Yes". But when asked to share ideas on which variety or varieties should be brought into the classrooms, these interviewees say the standard one which is American variety.

"So how about Singaporean English, Nigerian English, and other varieties?", I asked. Interestingly all of the interviewees looked puzzled and could not reach an agreement on this issue. The majority felt it would be a good idea to introduce non-American or British varieties to their students but at the same time they were not sure whether it would be necessary for the students to know other Englishes. The main reason, as TS said "I am a bit worried that my students will choose other varieties as their models. Let's talk about Malaysian English, for example. Speakers of Malaysian English like to say suffix *-lah*. What will happen if my students find it amusing and use *-lah* as well?"

Another question or concern stated by the interviewees was related the number of English varieties and which varieties should be introduced to their students. CA, one of the interviewees stated "There are Malaysian English, Nigerian English, and many others. How can we introduce them all to our students in one semester?"

Exposing students to different varieties will raise awareness of language diversity and minimize "confusion or resistance when students are confronted with different types of English users or uses" (Matsuda, 2002, p. 184). As it is almost impossible to introduce all varieties to students, then Matsuda and Friedrich (2012) suggest three types of varieties that should be brought into the language classrooms: a particular variety of English, the students' own variety; or an established variety. It is also suggested to conduct small 'research' to find out the students' needs and objectives before introducing varieties to them (2012).

Another challenge is related to the technique or the method of bringing different varieties into the language classrooms. The majority of the interviewees had no ideas but to ask their students to listen to the recordings available on some websites. As CA further explained, "Well, perhaps we could ask our students to keep listening journals? But then what should they write in their journals? Identifying linguistic features will be too difficult for them". TS had a good idea: "Perhaps by asking my students to listen to the recordings or by asking them to watch videos in which the speakers talk in various accents? But then the same question occurs. Do we have time? The curriculum is tight, isn't it?"

Many studies have shown that the materials published in English textbooks are dominated by native-speaker varieties especially the American or the British English. Furthermore not many textbooks provide audio materials; and if they do provide, these are limited to American or British variety. It is obvious that teachers have limited option.

Bringing YouTube videos or asking students to listen to recorded audios available on some websites is an option. Other ideas to get more listening materials include (1) asking the students to interview foreigners (workers, guests, tourists, etc) that they meet and record the interviews, and (2) recording talks delivered by invited speakers/guests.

Studies have shown that many written materials can also reveal the existence of different varieties of English. It means that in addition to the listening materials, students can get exposure to some written texts which show how Englishes are used to deliver the authors' ideas or messages.

One way of doing this is by using literary texts. Today's short stories, poems, novels, plays and even song lyrics are no longer restricted to native speaker countries such as UK or USA, but they include the work of writers who come from different parts of the world and who use English in their writings. Often these writers bring their own Englishes.

Another idea is to use texts written by different authors on the same topic. These can be found easily on online news. It would be interesting to see whether these two different authors would include their own varieties in writing their news and whether the different varieties would share some similarities or differences.

One of the techniques to bring these varieties into language classrooms is to ask students to watch the videos or to listen to the recordings provided or to read the texts and to ask them some questions after the listening/reading session. The questions shall be well developed so they would provide opportunities for students (and teachers) to share experience and opinion related to the topic discussed. Teachers might also try to draw attention to variations in grammar, pronunciation, vocabulary and discourse style as proposed by Jenkins (2009). Opportunities to discuss texts which bring other varieties of English will help students to appreciate the ways the writers or the speakers use English to achieve particular purposes.

4 CONCLUSION AND SUGGESTIONS

Pre-service teachers involved in this study were unaware of the current changes in English language and its pedagogical implementation. They did not realize that English is truly global language and it is evolving. This is an issue that teacher training programs should pay attention to. Good teacher education programs should bridge the gap between theory and practice so they will better prepare their student teachers. It should be the goal of pre-service education to equip the pre-service teachers with sufficient skills and knowledge including the ones related to Englishes.

It is hoped that the research findings described above will inspire people in charge for the teacher education programs to explore more about the current beliefs and opinions of their pre-serve teachers. This study hopefully will inspire other (future) researchers to compare in-service and pre-service teachers' beliefs about varieties in English or other issues related to the development of English as an international language.

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WHAT MAKES A STUDENT-POET A POET:LEARNER'S AUTONOMY, CREATIVITY, AND SELF-IDENTITY IN THE EFL CLASSROOM

Nara Sari
dachinara@gmail.com

Ainul Addinna
lunia.addinna@gmail.com

State University of Malang
Jalan Semarang no 5 Malang

Abstract

The role of poetry to promote critical thinking in the EFL classrooms has been evident. Students who reach this thinking stage are believed to be creative and autonomous. The good thing is that they can finally write their own poems and become a student-poet, either in their native language or second language they are learning. Through this present study, 21 graduate students from one of universities in Malang told their stories when they took English Literature course for a semester. The findings of the study contain a collection of students' written experiences and opinions on how poetry could establish their autonomy and creativity, as well as help them find their identity. The results indicate that some students believe that they have been given an opportunity to work independently through analyzing poems and creating ones. They admitted that their motivation in learning English literature has also increased and they have found themselves engaged in the activities. They could finally produce nice and creative poems at the end of the semester.

Keywords:poetry, learner's autonomy, a student poet, creativity, self-identity

1 INTRODUCTION

Poetry could develop language learners' critical thinking since it forces the readers to think in some ways (Matus, n.d.). The interpretation of a poem cannot be justified if it is only seen from one single aspect without considering other aspects related to it. The readers are not only required to define the meaning of a poem from the language aspect, but they are also needed to find out how it is influenced by the background of the writer such as her/his socio-cultural belief and even political values that s/he embraces. To simply put, reading poetry is not a mere reading, but more on reading beyond the lines which means that the process can happen if there is an interaction between the readers, text (the poems), the author, and also the context in which the poems are produced.

When encountering the critical thinking stage, the readers' creativity is believed to also improve. Even though there is no clear relationship defined between those two, Paul and Elder (2008) try to reveal the fact that the society could react differently towards

these two groups of people: creative people and critical people. People who are creative are illustrated as smart, genius and productive while people who are critical are recognized negatively as they always find faults in others and are being skeptical all the time. In education generally and in language learning especially, however, both critical and creative are two inseparable things that the students should possess in order to be able to solve problems in the classroom because being either only critical or creative is not enough to evaluate the problems and synthesize sources to find the solution (Walker, 2003; Cubukcu, 2010). The final product expected from the students by being critical and creative is to create their own disposition and construct their own knowledge from what they have learned and discussed with the teacher and peers in the classroom. In short, we might say that though the relationship between critical thinking and creativity cannot be claimed as strong or weak or whatsoever, we can see that there is a line that connects those two.

As teaching poems can enhance students' critical thinking and critical thinking connects to creativity, there is a possibility that teaching poems in the EFL classrooms can also help promote students' autonomy. How they are related to one another can be explained as follows. Autonomous learners can be defined as the learners who do not depend much on anybody but him or herself in finding a solution to problems in the classroom. They communicate their problems with teacher and peers but not ask them for the "raw" solution because they will find what they want to find and they are expected to be actively involved in that process (Jones, 2007). To enhance the process, learners are unconsciously encouraged to be critical and creative at the very first place. In other words, we might say that the learner's autonomy is presumably a product of being critical and creative.

In addition to that, teaching poems can also help students discover their self-identity. Researchers mostly believe that self-identity could represent someone's cultural identity which has impacted their way of communicating and behaving (Yihong, et.al, 2005; Boonchum, 2009). What a poem can do to help students discover their identity is to show them that even a poem can have similar topic to other poems, there might never be one exact interpretation of a poem by different person since it was written by a person who has a typical unique identity which is more or less influenced by the culture. Not only to discover their self-identity, teaching poems can also help students learn others culture and give the same respect to their own culture.

The correlation of learner's autonomy (LA), critical thinking (CT) and creativity (CR) has been investigated by Nosratinia and Zaker (2014). In a study which involved undergraduate EFL learners, they statistically measured the degree of the relationship between those three variables. They have found out that the correlation between learner's autonomy, critical thinkingand creativity is significant and positive. They, however, did not explain how one variable affects one another. Instead, they were quite convinced by the findings that through critical thinking and creativity, learner's autonomy in the EFL classrooms can be predicted and enhanced.

Unfortunately, there has not been a study which seeks to explore more about the relationship between learner's autonomy (LA), critical thinking (CT), and self-identity (SI). The present study, therefore, aims at unveiling and the facts how learners perceive a poetry teaching as a way to promote their autonomy, creativity, and to help them discover their self-identity in the EFL classrooms.The focus of this study is not on investigating the degree of the relationship statistically, but more on gathering students' opinions and perspectives and describing them comprehensively.

2   METHOD

This study is based on the data gathered from graduate students in English Language Teaching Program of one of state universities in Malang. There are 21 students involved as sample of this study. They were taken from 125 students which were randomly selected. The participants expressed their perceptions and told their stories after they took English Literature course for a semester. Open-ended questions allow the respondent to express an opinion without being influenced by the researcher (Foddy, 1993: 127) so that open ended questionnaire was distributed in order to get their perspectives in how poetry could establish their autonomy and creativity, as well as help them find their identity.The questions focused on how autonomy learning, creativity and self-identity emerge while they were learning English Literature course specifically in learning poems. The participants were instructed to give as much detail as possible in their answers.The participants were informed that their names would remain anonymous andwere labeled from A1 to A21.They were given a week to fill in and return the questionnaire. The last, the data were analyzed qualitatively. Qualitative data analysis was used to find consistent patterns in the various perspectives revealed in the data. Transcripts were read thoroughly and common themes and perceptions were highlighted.

3   FINDINGS AND DISCUSSION

3.1   Students' Awareness of Learner Autonomy

Learner autonomy has been considered as an essential part of learning based on the learners themselves, i.e. their needs, interests and reasons to study a subject (Guevara de Leon, 2010).In addition to the idea above, Littlewood (1996) defined autonomy as "learners' ability and willingness to make choices independently about their study".In relation to the knowledge of learner autonomy, the majority of participants thought that learner autonomy was associated with learner independence while learning. The results were confirmed by those obtained from the data. AsA11 reported, learner autonomy means "*build their ability in individual learning*". Related with the aforementioned idea, A18 stated that, learner autonomy means "*responsible and practicing to learn alone and try to arranging time maximally to get a better result in learning*".

Furthermore, according to some participants, autonomous learners need to make opportunities for practicing inside and outside of the classroom. A13 explained that, "*autonomous learner should practice their ability to learn individual not only inside the classroom but also in different place*". Meanwhile, other participants thought that autonomous learners need to be active and self-motivated in learning process. This was strengthened by the statement of A7, who said, "*leaner autonomy indirectly increasing when the students are interested toward the lesson and become motivated to learn more. Motivation has important role in learner autonomy*".

3.1.1   Learner's Autonomy in Analyzing a Poem

Poetry as a material or medium in learning language was proven to give good effects on the students. To introduce or to practice new vocabulary, language structures, and to promote critical thinking are some of the instances of advantages offered through learning poems. Besides, analyzing poems also give the students a chance to increase their leaner autonomy. In the questionnaire, the majority of the participants agree that they become autonomous learners while they were given an opportunity to analyze a poem. Here are the examples how they explained their view:

- *"I have to learn how to interpret the meaning of a poem by myself"*(A8)

- *"Analysing poems help us establish our autonomy"*(A7)
- *"I have to analyse by myself to get deep understanding of the poem,learning a poem makes me more critical because I become more familiar with those kinds of poems. Not only learning but also feeling what the authors felt when creating the poem".*(A16)
- *"Learning a poem enhance my autonomy because in order to be able to understand the meaning that is conveyed by a poem, we need read more poems and practice to analyse them. To analyse them we should understand the elements of poems and we need to think not only literally but also the ideas implied. After we are accustomed to read and analyse the poem, it's easier to create our own poems."* (A10)
- *"Whenever I learn about a poem, analyse it, interpret it, I will always use my very own experience in life to build the meaning of the poem. Nobody can complain my interpretation because my experience might be different from theirs. However, in learning a poem, I do not only using my personal experience to analyse it but also creatively using my imagination. What conflict I want to put there. What kind of resolution I want to create. What kind of feeling I want to see in the characters."*(A3)

The types of the poem also determine to what extent the poems can improve the students' autonomy. Types of poem could catch the students' interest at the first time before they start to interpret it, like what A9 commented, *"Romantic one makes me happy"*. Unlike A9, A10 tends to like a poem that has message or moral value in it, "*To me learning a poem is interesting. In every poem there will be a message or a moral value that the writer want to deliver to the readers. Regarding the moral value or message, I am encouraged to learn other literature works such as short story, novel, and also song lyric because there will be something valuable we can get from their messages. It is line with the idea that studying literature, it helps us to understand human sentiments, interest, and problems. It also brings us closer to other culture, ethnicities, and nationalities. It makes human be human"*.

There was a point, on the other hand, that indicated some disagreement of the student. It was reported that analyzing poem does not enhance their autonomy because when they are analyzing the poem individually, they cannot develop their analytical and interpretative thinking, so that according to them discussing is more effective to make them better in analyzing and understanding the poem. Here are some instances how they explained their view:
- *"I don't think that poem can help me to be more autonomous. It is because I usually discuss with my friends to interpret the poem".*(A17)
- *"When analysing a poem, we are forced to be critical, discussing help me to think beyond my expectation".* (A21)
- *"In some ways, apparently yes, under some sorts of circumstances, learning poem could, perhaps made the students to analyse a sentence and other sentences which occasionally the author of the poem indirectly states some meaning without interpreting direct implies but discussing provide the students to think deeper to get the meaning of the poem".*(A19)

3.1.2 Creating a Poem promotes Learners' autonomy

There are many different tools and techniques that students can use when they start to write their own poem. Some of those tools are focused on the sound of the poem, whether it is the actual sounds formed by the letters and syllables and words, or the way how those sounds are arranged to create rhythm and meter.When poetry is read aloud, these techniques literally create the way how the poem sounds to an audience. These techniques were also considered by the students when they make their own, as stated by A1, *"When I have to create a poem. I have to think of the rhyming words, the syllables, as well as how to make a good imagery or to make a good use of figurative language in order to beautify my poem"*.Similar to A1, A6 must reread the theories and read another poet's before starting to make hers. *"I reread the theories and other poem and then I got the idea about mine based on mytaste and style"*.

Poetry also gives the hidden desire to the students in order to make a poem without being forced by the lecturer, as commented by A15 and A2, *"I create my own poem when I want to express my feeling at that time and it helps me to release my stress"*. Similar to A15 and A2, A4 thought that, *"Poem becomes my media to represent my imagination toward something"*.

3.1.3 Autonomy Boosts Students' Motivation

When motivation has been discussed in relation to autonomy in language learning, it has often been put forward as a product of autonomy.Deci (1971) developed the idea that people might be driven by motives that reflect their needs and goals.Most of the participants felt that they were being motivated after they attended the class. A5, A11, and A16 commented, *"It's motivated me to know and learn another English literature works"*. Some of them agree that the way of lecturer in teaching and class environment make them feel motivated, as is stated by A17 that, *"the lecturer gave me more positive atmosphere during teaching and learning process. She gave more chances to the students to practice literature in relaxed situation"*. Although most of them feel motivated, but there are some students who do not feel motivated, A12 stated that, *"Perhaps, I can't find the joy in learning the English literature. I just feel perplexed in reading a poem especially old poem with old English words"*.Different motives also influence the motivation; A20 said that, *"I just do what the lecturer asks to me"*.A15 also commented, *"it is not easy but at least it 'forces' me to create one"*.

3.2 Students' Creativity

According toCubukcu (2010), poetrygives students a creative way to construct and express their ideas. The nature of poetry, where students are free to create their structure and perspective, can prompt students to find or express their voice (Connor-Greene, et.al, 2005). This idea is also suported by A11, *"We were free to write a poem. I did enjoy a learning process that gives me a "room" for my creativity"*.

A19 commented that, "The one of ways to construct the frame of creative is in form of poem, indeed. In sort of path, I do believe if a teacher gives an assistance to the students in learning a poem, automatically, can help the students when they are creating their own poem, they could definitely express their feeling within their vocabulary mastery without such strict rules or terms or systems or whatever of grammatical in English language proficiency".To encourage creativity, teacher must find innovative ways to encourage students' active engagement with ideas in meaningful, reflective manner (Gray, 1993; Halonen, 1995). Giving the example of the types of poetry maybe a way to encourage students as A16 said, "Probably, I was more creative when my lecturer taught me the types of poetry such as Cinquain, Haiku, Acrostic, etc. in my graduate

study. Then, every student has to create those types of poetry by our own words. Though, just created simple poetry but I am so proud of myself". Added the idea above A14 expressed that, "there are always a lesson that we can learn from poetry and it will stimulate my creativity to make the same product of writing".

In writing a poem, construction of meaning, which is the possibilities through rearranging language, is involved in the process (Young, 2003). It is also perceived by the participants, A10 told that, *"poem has its own unique way to deliver the meaning or message that consider the elements of poem such as rhyme, tone, imagery, and figure of speech that makes us be more creativeto combine appropriate words"*. A18 also expressed that, *"Creativity was important in picking up the dictions, using the symbols, and making the words rhyme"*.Added the idea above A17 also stated, *"Poem makes me more creative. I still need to beautify my words when i want to create my poem. I also have to open dictionary to find some words which are not common used in spoken language"*.

3.3   Students' Self-Identity

Learning poetry helps the students to discover their ability in rearranging language, playing with words, the rhythm and choose specific words is as meaningful as the content.Giving question "do you think learning poems help you discover your identity?" it was found that most of the participants admitted that they were exited and interested in the process of leaning and making poetry. They used poetry as a medium to express their thoughts, feelings and emotions with poetic language. Unfortunately, nobody but A16 who can provide an answer related to the cultural aspects. A16 mentioned "*I am more comfortable when writing a poem in English than my native language. When I create a poem in Bahasa, I cannot catch beautiful words that the beautiful form not created.*" Perhaps, not all participants are familiar with the term self-identity so that the answers could not be used to satisfactorily answer the research question.

4   CONCLUSIONS AND SUGGESTIONS

Poetry can be used to promote learners' autonomy (LA), critical thinking (CT), and creativity (CR) in the EFL classrooms. The relationship between the three things is like a chain which is related to one another and cannot be disconnected. If students only develop one and ignore the improvement of the other two, they cannot achieve the best in the process of learning a second/foreign language. On the other hand, if they can explore the three things, hopefully, they can get involved in the activities hold by the teacher in the classroom.

The results of this research show that almost all of the graduate students agree that learning and creating poems can help them improve their autonomy (LA), critical thinking (CT), creativity (CR). Yet, there are not adequate distinctive opinions on how learning and creating poems can help them discover their self-identity which is actually a part of cultural identity reflecting the communication and behavior pattern.

It is recommended to have further research on this topic which can explore more about the relationship between the four things:learners' autonomy (LA), critical thinking (CT), creativity (CR), and self identity (SI) related to literature in general, poetry in particular. It is advisable for the future researcher to have more than only open-ended questionnaire to gather the students'perceptions. An interview is worth conducting. Besides, statistical analysis should also be included.

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INDONESIAN ENGLISH TEACHERS' READINESS FOR ICT USE

B.B.Dwijatmoko
b.b.dwijatmoko@gmail.com

Sanata Dharma University
Yogyakarta

Abstract

The advance of Information and Communication Technology (ICT) may provide a solution to the problems of English learning and teaching which occur due to the limited time of classroom learning and teaching in Indonesia. English students may learn more autonomously with the ue of ICT. To apply ICT for teaching English in schools, however, the teachers need to have a good knowledge of ICT and the teaching of English with the media, both academically and technologically. This study was a survey which tried to see the readiness of high school English teachers of Indonesia to apply ICT for teaching English. The survey used a Likert-type questionnaire and involved 121 English teachers as respondents. The study reveals that most high school English teachers of Indonesia have a positive view on the use of ICT for English teaching. They are academically but not technolgociall ready to apply ICT for English teaching. They also show a very positive view on the use of ICT for English teaching.

Keywords:ICT-Based English Teaching (IBET), language teaching, learning enchance

1   INTRODUCTION

The advance of information and communication technology (ICT) has fascinated teachers, educators, and policy makers to apply the technology to increase the quality of education. In the field of English language teaching, ICT experts have developed lots of software and websites for learning English, and many teachers have developed their electronic material or tried to use ICT-based material. The need for the use of ICT to raise the quality of education is acknowledged by the Indonesian government. In the Regulation of Minister of National Education Number 16 Year 2007, it is stated Indonesian teachers should have the competency to use ICT in teaching their subject.

The use of ICT-based language teaching (*henceforth **IBET***) is a complex activity. It involves several factors which may affecct the success of the use of ICT for teaching English. Egbert and Hanson-Smith (1999) identifies eight factors which are important in Computer Assisted Langauge Learning (CALL), namely interaction, authentic task, authentic audience, exposure and production, time and feedback, mindful learning process, atmosphere, and autonomy. Many experts have emphasized the important of the factors. Ellis (1985), for example, discusses the importance of exposure, Ellis (985) and Chappele (2003) discusses the need of interaction for language learning, and Oxford (1990 and 2001) discusses learning strategies which are important for automous learners.

IBET involves the teachers as the main persons who are directly involved in the process, the school principals, the school facilities, the general education policy, and the students. They all determine the learning success.

This study was a survey which aimed to know the readiness of Indonesian English teachers in using ICT for teaching English. The respondents of the survey were English teachers who taught in junior high schools, senior high school, and vocational high schools who participated in the **National IETA Conference** in Sanata Dharma Yogyakarta on March 27 – 28, 2015. They came from different parts of Indonesia, but most of them came from Yogyakarta Special Region and Central Java. About 200 teachers, lecturers, and graduate students participated in the conference. The number of participants who returned the questionnaire was 144, but only 121 were used for the study because the rest did not have a clear identity. They did not write their school level.

The research instrument was a Likert-type questionnaire with 45 items. The respondents were to choose whether they strongly disagreed, disagreed, were doubtful, agreed, or strongly agreed with the statements. Each option was rated from 1 to 5, and the result was computed using SPSS Version 17. The result was a descriptive analysis which showed the readiness of the teachers for IBET use ICT in their teaching.

2 RESEARCH RESULT AND DISCUSSION

The questionnaire items can be classified into three main aspects namely, education policy, school, and teachers. The school aspect can be differentiated into facilities and demands, and the teacher aspect can be differentiated into computer knowledge, ICT access, ICT habit, teacher - student interaction. The scores of the three aspects, in a scale of 1 – 5, are displayed in table 1.

Table 1: Overall Reseach Result

No	Statement		Score	Description
1.	Policy aspect		4.27	Very high
2.	School	facilities	4.29	Very high
		demands	3.36	Fair
3.	Teachers	computer knowledge	4.50	Very high
.		ICT access	4.31	Very high
		ICT habit	3.84	High
		skills	3.16	Fair
		exposure and interaction	4.04	Very high
Mean			3.98*	High

*The score is the mean of all the individual items.

Five of the aspects have a very high score, two have a high score, and two have a fair score. With such means, it can be hoped that Indonesian English teachers can have IBET. Care, however, should be taken since the school demands and the teacher competency have a fair score.

2.1 Policy Aspect

The policy aspect covers the teacher regulation, principal policy, and state examination demand. The result of the questionnaire of policy aspects is displayed in table 2.

Table 2: Teachers' Opinions on Policy Aspects

No	Statement	Score	Description
1.	The school principal is open to the use of teaching using ICT.	4.27	Very high
2.	The schoo principal encourages the teachers in general and the English teachers in specific to use ICT in their teaching.	4.26	Very high
3.	The current teacher regulations enhance teachers' creativity to develop ICT-based learning material.	4.09	Very high
4.	The current teacher regulations enables the teacher to work professionally.	4.25	Very high
5.	The current national examination system demands English teachers to be able to develop ICT-based teaching material.	4.07	Very high
		4.19	Very high

The teachers have a very positive opinion on the policy (>4.0). They think that the current government policy on teacher occupation encourages teachers to work professionally. They also think that the government regulation encourages them to use their creativity in the use of ICT for developing their teaching material.

The teachers also have a very positive opinion on their school principal. The school principals are open-minded and welcome innovations on IBET. Their school principals encourage them to use it.

2.2 School Facilities

The high school teachers of Indonesia think that they can use ICT for their teaching. As can be seen intable 3, they think their schools have good facilities to support IBET.

Table 3: Teachers' Opinions on School Facilities

No	Statement	Score	Description
1.	The use of ICT for teaching English in my school is feasible.	4.21	Very high
2.	My school has a computer lab which can be used for a computer-based English teaching.	3.94	High
3.	My school has an LCD projector which can be used for the English lessons.	4.57	Very high
4.	My school has a WIFI which the students can access.	4.29	Very high
5.	The internet speed in my school is satisfactory.	3.64	High
6.	My school has a technician who can handle computer and network problems.	4.04	Very high
Mean		**4.12**	

The teachers think that they are ready for IBET (4.21). Many of of their school have a computer lab which they can use for IBET (3.94), and most of their schools have an LCD which they can use for IBET in class (4.57). The feasibility is supported with the availability of WIFI in most of their school (4.29). The connection speed of the WIFI is good (3.64) although it varies from school to school. Most of the schools also have a technician who can handle computer and network problems (4.04).

2.3   School Demand

The use of IBET is a demand for high schools in Indonesia. The attitude of the teachers can be seen in table 4.

Table 4: IBET as school demand

No	Statement	Score	Description
1.	My school needs ICT to improve the quality of English language teaching.	4.45	Very high
2.	The use of ICT in teaching is needed to increase the school prestige.	3.06	Fair
3.	The use of ICT for language teaching enables the school to get extra-money from the students' parents.	2.57	Low
Mean		**3.60**	**High**

The teachers see the need of IBET for their schools (3.60) although many of them do not see it for educational purposes. Most of the teachers think that IBET can increase their quality of the teaching of English in their school (4.45). Many of them, however, see IBET as a matter of prestige (3.06). With the score of 3.06, it means that many teachers still see IBET as a means to raise their school prestige. For this point, a lower score indicates a better opinion. A score of (3.06) shows that the majority of the teachers still relate IBET with prestige. Despite the prestige, however, many teachers also think that IBET can be a reason to get extra money from student parents. The score (2.57) on this, however, is lower the score on prestige. The majority of the teachers do not see the connection between IBET and extra money. They think that they can charge the students more money with the facility.

2.4   Teacher Knowledge

Most of the high school teachers involved the survey have a very good basic knowledge on compupter (4.50). It can be seen in table 5.

Table 5: Teachers'basic computerskill

No	Statement	Score	Description
1.	I can copy files from a flash-disk to a computer/laptop or vice-versa easily.	4.60	Very high
2.	I can rename a file easily.	4.52	Very high
3.	I can make a Powerpoint file by myself.	4.39	Very high
4.	I will attend a traning of the use of computer for teaching English happily if I am assigned to.	4.50	Very high
Mean		**4.50**	

The score means that most of the teachers strongly agree with the statements on the the knowlege aspect.

Most of the teachers have no problem with the use of computer for their professional development. They have a good knowledge on file operation. They can copy files well (4.60) and rename files (4.52). They can also use Powerpoint to develop their teaching material (4.39).

Their good attitude of computer use is also obvious in the willness to attend trainings on IBET. They will be happy if they are given a change for that (4.50).

2.5 Access to professional development

Most of the teachers also have a good access for their professional delopment (4.31). Table 6 shows their access to technology and committment to their development.

Table 6: Technological professional development factors

No	Statement	Score	Description
1.	I have the chance to increase my knowledge on ICT.	4.47	Very high
2.	I have the access to the use of computer/laptop.	4.55	Very high
3.	I have the access to the internet.	4.37	Very high
4.	I feel comfortable to be in front of a computer/laptop more than one hour.	3.84	High
Mean		**4.31**	

Most of the teachers have a chance to learn more about ICT (4.47). Only a few do not have the chance to increase their knowledge of ICT. They mostly also have a good access to a computer/laptop (4.55) which they need to support IBET. With the score of (4.55), or most of the respondents strongly agree on the statement, it can probably be said that they have a computer or laptop for their work. They mostly also have access to the internet (4.37).

Their committment to develop their technological competence can also be said good. They still feel comfortable when they have to work with their laptop more than one hour (3.84) although many have to stop before one hour.

2.6 Teacher habit

The teachers' habit on the use of ICT in their daily life can also be said good. As can be seen in table 7, the mean on this aspect is 3.84 (high).

Table 7: Teacher habit of ICT use

No	Statement	Score	Description
1.	I am accustomed to using LCD in my teaching.	4.21	Very high
2.	I am accustomed to the searching additional material in the internet.	4.30	Very high
3.	I post my teaching material in Facebook.	2.64	Low
4.	I have the chance to cooperate with teachers from other schools to develop a study group for developing computer-based material.	3.97	High
5.	I am accustomed to communicating with other teachers by e-mail.	3.67	High
6.	I have a social media account (Facebook/Twitter).	4.25	Very high
Mean		**3.84**	**High**

Most of the teachers have used ICT for their teaching although only for a basic use. They mostly use LCD to teach (4.21), and they search the internet to get additional material (4.30). However, they do not use the media which they can use to support their teaching. Only a few of them have use Facebook to support their teaching (2.67). They mostlyalso spend their time for social media like Facebook and Twitter (4.25), but they probably use the media for pleasure and social purposes.

Many of the teachers have also used ICT for communication or networking. They have a change to cooperate to develop electronic material (3.97). They also use e-mail to communicate with their colleagues (3.67).

2.7   Teacher skill

With the positive points which high school teachers have shown, however, their current skill for IBET is not as good as expected. As seen in table 8, the mean on teacher skills is only 3.16 (fair).

Table 8: Teacher skills

No	Statement	Score	Description
1.	I have joined a workhop on the use of Hotpotatoes for teaching English.	2.81	Fair
2.	I prepare my teaching material using Hotpotatoes.	2.53	Low
3.	I can use *Lectora* to develop eletronic material.	2.59	Low
4.	I develop my teaching material using *Powerpoint*.	4.00	High
5.	I searched an application to develop teaching material in the internet.	3.88	High
		3.16	**Fair**

The majority of the teahers have not joined any workshop on the use *Hotpotatoes* for developing electronic material (2.81). *Hotpotatoes* can be said the simplest available authoring tool which teachers can use to develop language practice. It can be used to make mutliple choice, matching, completion, matching, and cloze exercises. As they have not joined any workshop on *Hotpotatoes*, mostly they cannot use *Hotpotatoes* for IBET (2.53).

If the teachers are not familiar with the simplest authoring tool, it cannot certainly be hoped that they can use a more advanced one. Therefore, the mean of the use of Lectora is also low (2.59). Lectora is another authoring tool which can be used to develop exercises for IBET.

It is good, however, that the majority of the teachers already use *Powerpoint* for teaching (4.0). They also try to search for applications which they can use for IBET in the internet (3.88). With the two aspects, they still show their positive view on IBET.

2.8   Exposure and Interaction

Most of the high school teachers in the study are aware of the need for exposure and interaction. The mean for this aspect is 4.04, as can be seen in the table below.

Table 9: Student – teacher interaction

No	Statement	Score	Description
1.	I ask my students to seach for a reading text in the internet.	4.33	Very high
2.	I encourage my students to have friends from from school of an English speaking country.	3.87	High
3.	I encourage my students to have penpals from an English-speaking country.	3.95	High
4.	I answer my students' emails and short messages.	4.11	Very high
5.	I am aware of my changing roles when use ICT-based	3.96	High

	class.		
Mean		**4.04**	

The teachers ask their students to read text from the internet (4.33), and, hence, let them get more exposure from the internet. They also ask their students to interact with students from other countries as friends (3.87) or penfriends (3.95). The activity is very positive as it can increase the students' motivation to learn more English and have meaningful interaction which is useful for the development of their mastery of English as a system.

The teachers also develop a good interaction with their students (4.11). Their answer the students' emails and short messages. The acvitity may create a good learning atmosphere and teacher-student interaction and raise the students' motivation.

Most of the teachers are also aware of their changing role with the use of IBET (3.96). The role of a teacher in IBET is different from that in a class. They are ready to give the students' more control on their learning with IBET.

2.9 Pedagogical Aspects

The teachers' readiness to change their roles is reflected will in their opinion on the pedagogical aspects of IBET as displayed in table 10.

Table 10: Pedagogical Aspects

No	Statement	Score	Description
1.	IBET enables the students to have have more language exposure to improve their language.	4.02	Very high
2.	IBET enhances the students' autonomy.	4.19	Very high
3.	IBET enables the students to become more aware of their language mastery.	4.10	Very high
4.	IBET enables the students to evaluate their English mastery individually.	3.98	High
5.	IBET enables the students to study according to their current knowledge and time.	4.13	Very high
6.	IBET enables the students to study according to their learning styles.	4.09	Very high
7.	IBET enables the students to do tasks which are related to their daily life.	4.07	Very high
Mean		**4.08**	**Very high**

The mean of the aspect is 4.08. It shows that they have a good knowledge of IBET.

Firstly, the teachers know well that IBET enables the students to get more exposure. The large resources of learning material in the internet enables the students to read different texts according to their level and interest. The score on this 4.02.

Secondly, the high school teachers knows that IBET develops the students' autonomy (4.19). The students are aware of the level of language mastery (4.10) as they can do exercises or tests by themselves (3.98). The majority of the teachers think that the students can evaluate their own progress. With the knowledge of their level, the students, therefore, can study according to the level and according to their available time (4.13). They can choose what to study and what not to study in their chosen time. They can also study according to learning styles (4.09). They can study silently or they can also listen to music with a headset while studying. They can also work together and help each other if necessary.

Finally, the teachers also think that IBET can help language learning tasks which are related to their daily task (4.07). ICT enables teachers to present different kinds of learning material. They can present graphical, audio, video material for the students practice.

With the good knowledge of IBET high school teachers can make use of the technology to help their students learn English well. This concept is crucial as language acquisition needs a lot of exposure, and the chance to provide exposure directly is very limited. Classroom learning and teaching time is never enough to help the students acquire English.

3 CONCLUSION

From the discussion three important points can be made. Firstly, most high school English teachers of Indonesia have a very good view of the IBET. They see that the educational policy and the school condition are conducive for IBET. They know that if they apply IBET they will get the support they need. Secondly, the teachers are academically but not technologically ready to apply IBET. They know what they need when they have to apply IBET, but technologically they do not have the capability to do what they have to do. They do not have sufficient knowledge of ICT to develop electronic materials.

Finally, the teachers are aware of their weaknesses and ready to work overcome the problem. They are ready to learn and cooperate to apply IBET.

Three recommendations can also be presented. Firstly, the education institutions in the Ministry of Education may take more specific steps with a clear and measurable objectives to help English teachers master ICT. Secondly, English education institutions may take initiatives to cooperative with English teachers to help them master ICT and develop IBET. Finally, concerning the survey itself, the respondents of the study were limited to high school teachers who participated in the IETA Conferene 2015. Teahers who did not join the conference may have different views. A survey with more representative respondents is needed.

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The Regulation of Minister of National Education Number 16 Year 2007.

DYNAMIC ASSESSMENT: INTEGRATING ASSESSMENT AND INSTRUCTION FOR PRIMARY SCHOOL LEARNERS

Luciana

luciana@atmajaya.ac.id

Atma Jaya Catholic University of Indonesia
JenderalSudirman 51 Jakarta 12930

Abstract

Myriad variables are intricately interwoven in L2 learning. Assessment-a sine qua non for learning is supposed to be able to measure learning in accordance with its nature. However, in general, assessment is more often regarded as an enterprise portraying language abilities in compartmentalized specific language tasks. As such, teachers may risk of falsely measuring their learner' language abilities and understanding their language development. Drawing a framework from the sociocultural theory of Vygostky's Zone proximal development, therefore, this study argues for Dynamic Assessment (DA). This assessment provides a framework within which instruction and assessment are dialectically intertwined. In particular, this study describes the conceptualization of DA and puts the emphasis on its significance from a practical classroom perspective: a) enabling teachers to optimize their daily-basis instruction as mediation to assess learners' abilities, b) discerning a deeper understanding of learners' abilities so as to promote their language development accordingly by offering supportive interaction, c) creating an encouraging learning process through which learners can obtain an on-going assessment, thus reducing test-taking anxiety. This study also reported an implementation of DA in an English primary classroom to illustrate how a student-teacher negotiated instruction and assessment through mediation. The report was based on the data of a two-month internship program in an English class. The student-teacher adopted interventionist DA by using a set of pre-scripted prompts moving from implicit to explicit scales. Such a practice resulted in the learner's language development profile enabling the student-teacher to assess the learner's language ability and promote its development.

Keyword: Dynamic assessment, instruction, mediation, language development

1 INTRODUCTION

In an attemptto develop learners' language, a teacher always places assessment as an indispensable process—a sine qua non forteaching and learning. Yet the conception should be further confronted critically: how the teacher discerns the very essence of assessment and puts it into practice. In the context of Indonesian primary schools typically characterized by a large class, the following assumptions seem germane. The teacher concerns, usually in measurable terms, the attainment of learners' knowledge,

skills, and behaviors within a particular period of instruction. The teacherwould generally analyze and interpret learners' scores or scales resulting from various tests or non-tests as the basis of measuring their current performance level. As such, assessment becomes an enterprise portraying language abilities in compartmentalized specific language tasks. Taken further, assessment tends to be viewed as a static processsince the emphasis is puton what learners have gained instead of on how they can further develop their learning.This view is of limited value regarding learners' future potentials as a whole being. Moreover, it may distort the teacher's understanding of the very nature of language and of learning.

Given the above challenges, this paper argues for Dynamic Assessment (henceforth, DA) framed within the sociocultural theory of Vygostky's Zone proximal development and mediation.DA offers a framework within which instruction and assessment are dialectically intertwined. This paper consists of two parts. First, it describes the conceptualization of DA and second, it provides a brief illustration of the implementation of DA in an English primary classroom to illuminate a student-teacher negotiated instruction and assessment through mediation.

2 DYNAMIC ASSESSEMENT

The concept of DA has been grounded on in Vygotsky's concept of Zone Proximal Development (henceforth, ZPD) but Vygotsky did not coin the term DA (Poehner and Lantolf, 2005). Recently, DA has been extended L2 pedagogy (Poehner&Lantolf, 2005). For example, Davin (2013, p. 304) conceptualizes DA as 'a framework for responding to student errors that takes into account what a learner is capable of doing independently (actual development level, or ADL) and what becomes possible with assistance from a teacher (ZPD).'

Underlying DA are Vygotsky'sconcepts of the ZPD and mediation. The ZPD is defined as "…the difference between what an individual can do independently and what he or she can do with assistance or mediation" (Lantolf, 2009, p. 359). The argument puts the emphasis on roles of mediation since the actual development 'not only does not cover the whole picture of development, but very frequently encompasses only a significant part of it (Vygotsky, 1998, p.200, cited in Poehner&Lantolf, 2005, p.236). Three conditions are put forth to create mediation-nurturing ZPD: a) gradual assistance allowing learners to respond to different degrees of implicitness prior to providing explicit assistance, b) contingency in offering assistance depending on learners' responsiveness to mediation, and c) meaning construction through dialogue (Aljaafreh&Lantolf, 1994, cited in Davin, 2013)

The fundamental concept of the ZPD embraces learners' cognitive ability in future development enabling them to transfer what they have learned to different tasks. In this sense, drawing on Valsiner (2001, cited in Poehner&Lantolf, 2005), future is not viewed as *past-to-present models*described merely as an extension of the past, yet it is construed as *present-to-future models* shedding light on mediated participation of the teacher to help learners reveal their future potential. Following the model, in the classroom context, the teacher can intertwine instruction and assessment in such a way that on one hand, she or he should offer help to learners to attain goals of instruction and on the other hand, she or he should assess learners' future potential by utilizing questions, prompts, and feedback.Moreover, Lantolf and Poehner (2010) explain that learners' responsiveness to mediatiationgaugesdifferent levels of implicitness or explicitness of the teacher's assistance. In this way, the teacher helps learners demonstrate their language development and gradually move to their autonomy of using it.

Recognizing the importance of learning potential assessment, Feuerstein, Rand, and Hoffman (1979, cited in Kozulin and Garb, 2002) put forth the following theoretical assumptions of DA:

> The students' cognitive processes are highly modifiable. The task of assessment is to ascertain the degree of modifiability rather than the manifest level of functioning;
>
> The reduced modifiability is the result of insufficient type or amount of mediated learning experience (MLE) received by a student;
>
> Dynamic assessment, which includes a mediated learning phase, provides better insight into students' learning capacity than unaided performance;
>
> The evaluator plays an active role by mediating cognitive strategiesduring the learning phase;
>
> The goal of dynamic assessment is to reveal the students' learning potential and to formulate optimal educational intervention (see Kozulin and Falik, 1995) (p. 114)

Of another fundamental concept underlying DA is Vygotsky's mediation. Language is claimed to be the most important tool for mediation through the process of internalization (Vygotsky, 1986, cited in Davin, 2013). She also states that the *form* and *placement* ofthe mediation lead to different approaches to DA. The form of DA can be pre-scripted or flexible while the placement 'sandwiched' between pretests and posttests or layered during instruction (Lantolf & Poehner, 2004, cited in Davin, 2013). The adoption of these versions leads to two approaches of DA-interventionist and interactionist described below.

3 TWO APPROACHES: INTERVENTIONIST AND INTERACTIONIST DA

Interventionist DA, rooted in Vygotsky's interpretation of the ZPD as a 'different score' (Poehner and Lantolf, 2005) refers to DA that utilizes pre-scripted and fixed prompts to offer mediation to learners (Poehner and Lantolf, 2004, cited in Davin, 2013). The promptsare hierarchicallyarranged on a scale from implicit to explicit (Lantolf, 2009). This manner allows learners to move within their ZPD. Lantolf argues that an inappropriate scale of mediation'obscures the developmental level of the leaerner and, just as importantly, compromises the learner's sense of agency' (p. 360). This sense of agency is of great importance for learners to have greater responsibility for performing the language, thus developing their self-regulation. Lantolf further explains thatinterventionist DA,strongly psychometric in nature can be carried out with high numbers of students and generate numerical scores allowing the teacher to make comparison across them. An example of this approach is the study conducted by Kozulin and Garb (2002) in reading comprehension.

Interactionist DA, on the other hand,rooted inVygotsky's qualitative interpretation of the ZPD adopts flexible mediation, like prompts, questions, hints, or suggestions (Poehner and Lantolf, 2004,cited in Davin, 2013). In this approach, mediation is negotiated, providing ample room for both the teacher and students to co-regulate their interaction (Lantolf & Poehner, 2010). As result of this cooperation, the teacher can develop a profile of his or students' ability and responsivity to the assistance given (Lantolf, 2009). An example of interactionist DA is shown by Poehner (2005, cited inPoehner and Lantolf, 2005) who conducted a study with advanced undergraduate

learners of French who narrated a story in dyads.Through the dialogues jointly constructed between the mediator and the learners, the mediator can assess their language ability.

4   DA: AN ILLUSTRATION IN THE CLASSROOM CONTEXT

The following section provides an illustration of the implementation of DA in an English primary classroom conducted by a student-teacher during her internship program. The teaching context was built on the goal of describing briefly several animals (their habitats and food) for the second graders in 35-minute time allocation. The number of students was 35 and they had learnt the vocabulary of animals. Prior to the implementation of theinterventionist DA, the student-teacher was briefed about its purpose and procedure. Using a video of the student-teacher's previous teaching, the researcher raised the awareness of the student-teacher by having her analyze her conventional interaction and compare it with the DA procedure. Following this, the student-teacher prepared a set of pre-scripted prompts to guide her interaction with class. The prompts consisted of: 1) repeatingthe whole phrase questioningly, 2) echoing the problematic parts, 3) asking a question, 4) indicating the error, 5) identifying the correct answer, and 6)ensuring the students' understanding by providing explanations. The prompts were intended to attract the students' attention and moved forward along the scale of explicitness, with the first being implicit. They targeted at any lexical items or grammatical structures produced by the students. The results of the interaction were recorded in a chart with individual student names, the level of mediation, and the attainment of the goal of instruction.

The following illustrates the interaction (during the whole class interaction with the teacher giving turns to individual students based on the pictures of animals displayed):

1) S1   : Tiger…in jungle…

2) T   : Tiger……in jungle? Tiger…(showing a picture of a group of tigers)

: How many? Let's count together. One..two… three… four…five…six… seven…eight….many ….not ONE tiger

3) S1   : Yeah many… many tiger….tigerS.

4) T   : Good! TigerS…many tigerS

You see many tigers, not only one, so you say tigerS

5) S1   : Tiger..TigerS in jungle

6) T   : Tigers in jungle? Where do tigers LIVE? LIVE? (showing the picture of

the jungle)

7) S1   : Tigers live in jungle.

8) T   : Good! Tigers LIVE…LIVE in the jungle

Harimautinggal di hutan. We say, tigers live artinyatinggal in the jungle.

The extract in turn 1-8 demonstrates how the student-teacher interweaves her talk to move forward the S1 using the implicit mediation (turn 2) to the explicit one (turn 4), leading the S1 to the plural form of 'tigers'. Likewise, she utilized the similar prompt procedure as the mediation to evoke the S1's awareness of the lack of the verb 'live' (turn 6-8).

In the case of the plural marker, the student-teacher makes a record that the S1 manages to attain the goal through four prompts of mediation (repeating, echoing, asking a question, and indicating the error) while in the vocabulary 'live', the prompts are reduced into three (repeating, echoing, and asking a question).

The negotiation is not merely concerned with the error correction but the process is built around the attempt to stretch the student's capacity to perform by co-regulating the prompts.The instruction is conveyed by taking into account the level of mediation at which the student has reached. It means that it serves as an on-going assessment, providing a deeper understanding of her or his students' learning. Moreover, the tailored mediation would help students view their learning positively, reducingtest-taking anxiety. If developed regularly, the intertwined instruction and assessment would heighten the teacher's sensitivity toward the students' level of development and optimize her or his daily-basis instruction to develop the students' language.

5 CONCLUSIONS AND SUGGESTIONS

The paper has discussed dynamic assessment for primary school learners. DA rooted in Vygotsky's concept of the ZPD and mediation offers a new perspective of integrating the teacher's daily basis instruction with assessment. From a practical perspective, the implementation of DA may be time and energy-consuming since the teacher is required to elevate her or his instruction beyond 'lesson conveyance' to an interweaving negotiation that promotes her or his learners' language development. Yet, it is worth from the lens of the students' thinking and language development.

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DEVELOPING A SYLLABUS AND PROVIDING INSTRUCTIONAL MATERIALS FOR THE TEACHING OF ENGLISH IN KINDERGARTEN

Hidayatul Maulidiyah
hidayatul.maulidiyah@gmail.com

Brawijaya University
Jl. Veteran Malang East Java

Abstract

This study aims at developing a syllabus and instructional materials for the teaching of English in kindergarten to fill the gap of the unavailability of ready to use syllabus and instructional materials appropriate and relevant with kindergarten's context. It is a design and development research with phases of analysis, development, and evaluation. The analysis involved field information and library research to find relevant information for product development. Upon development, the products were then validated to evaluate their appropriateness with young learners' characteristics as well as their applicability and efficiency for the users. The products were then revised based on validators' suggestions before being tried out to know their level of usefulness and effectiveness in reaching the objectives. The result of the try-out showed that the kindergarteners were actively engaged in the instruction, they showed interest and enjoyment with it, the pictures and visuals helped in comprehension and the multiple activities facilitated different types of learners, and the instruction encouraged the kindergarteners to use the language for communication. The final products: the syllabus, teacher guideline and instructional materials, were considered appropriate and applicable to be used in kindergarten context. They helped kindergarten teachers in supplementing English instruction in their teaching.

Keyword: Syllabus, English Instructional Materials, Young Learners, Kindergarten.

1 INTRODUCTION

The Kindergarten guidelines in the document issued by the Department of National Education (2003) state that kindergartens can add materials provided that they are not contradictory with the instructional goals and educational principles in kindergarten. The addition is done integratedly with other aspects of developments through thematic approach (Ministry of National Education, 2009). With that in mind, Dharma Wanita Kindergarten Poncokusumo adds English instruction in its school. The reasons for adding English in the instructions are to prepare the children for future education, to help them reach the benefit of early introduction of English for future learning and academic achievement (TK Dharma Wanita School Mission, 2009).

Additionally, having an early introduction should be beneficial for their future learning and academic achievement. Although research shows that adolescents and young adults are better at learning second language (Collier, in Clark, 2000: 183), young children can learn to speak the language quickly and often with a native-like pronunciation (Clark, 2000: 183). This is especially true if they have learnt the articulation of sounds. Since their organs of speech are still developing, they can easily learn about how to shape their mouth to produce certain sounds. Kostelnik et al. (2007: 299) also state that children with little phonological awareness before elementary school become severely disadvantaged.

Other benefits which support early second language acquisition are the advantages that younger learners have over older ones. One advantage is their sensitivity to sounds and rhythm of new languages. This is of course beneficial for their learning in recognizing and differentiating sounds as well as articulating them. Another advantage is their enjoyment in copying new sounds of pattern and intonation. This will best facilitate them in learning to articulate the sounds accurately. Besides, young learners are less anxious and less inhibited as well as more open and receptive than older ones (Larsen-Freeman and Long, 1991: 163; Brown, 2001:89; John Stone, 2002: 6) which will make them great language learners. The cognitive benefit that differentiates young learners from older ones is the ability to make use of the Language Acquisition Device (LAD) for Second Language Acquisition (SLA). Young learners use the LAD more simply than adults do because adults LAD employs general problem-solving ability causing inability of making the best use of LAD for SLA (Larsen-Freeman and Long, 1991: 163).

With benefits of early start in introducing second language, it is a good idea to start teaching English in kindergarten. However, the teaching implementation itself needs to consider factors which influence foreign language acquisition. These factors include social mileu, where the learning takes place (Ellis, 2007: 4-5), the prestige of the language and social pressure on which retention of the language depends (McLaughlin, in Clark, 2000: 183) and input - the exposure of target language samples like words, expressions, sentences in the target language-, which Krashen (2002:9) considers as one of the important factors for language acquisition. It deals with the authenticity of the materials, as well as the appropriateness of the strategies used to present them to kindergartners.

This research focuses on developing a syllabus for the first semester of the second year of kindergarten with thematically based topics presented in line with the integrated teaching of other developmental aspects in Dharma Wanita Kindergarten, based on the new curriculum, through content and language integrated learning. One of the contents to include in the product of this research is character building as required in 2013 curriculum. This character building content is inserted in the materials and teaching in the form of simple things like saying thank you, putting trashes in the dustbin, not disturbing others etc through songs, games and other activities. This research also aims at developing a guideline for teachers and providing instructional materials to be used with the developed syllabus.

2   RESEARCH METHOD

The design employed in this study is a design and development research (Richey and Klein, 2007) with phases which are analysis, development and evaluation. The needs analysis included preliminary study, observation in the classroom, questionnaire and interviews with the teachers as field information and reviewing documents and existing theories related to English instruction in kindergarten as library research. This stage of the

research was to identify the needs and problems in intended user context and to make connection between the result of the analysis and the information and theories from literature. The result was used as the basis for the product development and to determine the criteria and specification for the products.

The syllabus development followed Richards' (2001) steps on syllabus design. There were 6 steps: course rationale description, entry and exit levels description, course content choice, scope and sequence determination, course structure planning (syllabus and instructional blocks) and scope and sequence plan preparation.

For materials development, there were several steps conducted: mapping materials based on themes, designing the framework for material development and evaluation, collecting available materials, selecting the already collected materials, developing any necessary original materials, creating activities for use with the materials, and organizing the materials and activities based on the sequence of the syllabus.

After being developed, the products were validated by experts. There were two experts involved in the validation: the expert in English for young learners and material development (subject matter expert) and expert in kindergarten teaching (practitioner expert/ kindergarten teachers). The subject matter expert evaluated the appropriateness of the product with young learners' characteristics, its applicability and effectiveness in achieving the product specification and usability to help achieve the stated objectives. The practitioner experts were asked questions about the product's assistance in their practice and its applicability and effectiveness in providing guidelines in English teaching as well as its appropriateness within kindergarten context.

To try-out the products, criteria on the product specification were used. The product was considered successful if it meets the criteria in the product specification and takes the learners to the goals. It stated the level of usefulness of the products, its efficiency, as well as difficulties for the users. The try-out was conducted to the subject of the study, that is, the kindergarten children and their teachers. To state the product's effectiveness, efficiency and interest, an observation sheet was used as an instrument.

The subjects of the try-out were the targeted users of the products, which were, teachers and students of group B of kindergarten. 28 children in group B of Dharma Wanita Kindergarten as well as 4 teachers were taken as subjects. The syllabus try-out took the teachers of group B as the subjects while the instructional materials try-out took both the teachers and the students of group B of Dharma Wanita Kindergarten. Figure 1 shows stages and steps of the research.

Needs Analysis

Analyzing the readily available syllabus and materials

Finding out the needs of the students and teachers as well as the instructional objectives

Finding out the appropriate teaching strategies

Finding out the appropriate activities

(Used as a basis for developing syllabus and material)

(done through preliminary study, distributing questionnaire, document and literature review)

Syllabus Design

Developing course rationale

Describing the entry and exit level

Choosing course content

Determining the scope and sequence

Planning the course structure

Preparing the scope and sequence plan

Material Development

(prototype based on the syllabus)

Mapping Materials

Developing criteria and framework for evaluation and development

Selecting and adapting available materials

Developing necessary original materials

Designing activities

Product Validation

revision

Try-out

revision

Final Product

Figure 2.1 Research Procedures from Richards' and Tomlinson and Masuhara's

3   FINDINGS AND DISCUSSION

The needs analysis, which were done through preliminary study and questionnaire and interview with the teachers, reveals that the previous instruction has problems as follows: it was difficult to make all the kindergarteners participate actively in the instruction; it was difficult to develop and/or find and select instructional materials relevant to the theme; the instructional materials available were not interesting; the instructional activities were not adequately varied; the teachers had difficulty developing materials as they have no pedagogical knowledge in English teaching and there were no guidelines in adding English instruction in kindergartens.

The teachers expected that the product had guideline for teachers. It was hoped that the guideline was applicable for the teaching in kindergarten context and covered ways of teaching which were easy to apply to kindergarteners.

Based on the library research, the products needed to meet several criteria and specifications. They have to be developmentally appropriate, thematically suitable with the themes already used, appropriate with the general purpose of kindergarten and incorporate character building content. They needed to be age appropriate, interesting, incorporate games and interaction, and have multiple activities for different type of learners.

3.1   Syllabus Design

The syllabus design involves several steps which were developing course rationale, describing entry and exit level, choosing course content, determining scope and sequence, planning the course structure, and preparing the scope and sequence plan.

Course rational development answered questions on kindergartners and their needs and characteristics, the content of the course, the instructional activities, methods and strategies used in the course. Based on the needs analysis, all those needs to be developmentally appropriate, thematically relevant, appropriate with general purpose of kindergarten and incorporate character building. The products need to incorporate games, so the kindergartners can learn while playing, and the products can be flexible and not demanding for kindergarteners with different pace and patterns of learning.

The entry level is the level of English skill the children are in before the instruction and the exit level is the level at which the instruction aimed to put the students at, or, the instructional objectives. In this context, the entry level was zero as they had not yet received any English instruction before the program starts. As the exit level, it is primarily hoped that the instruction can introduce them to English and make them know English and love to learn English. The exit level is so the kindergartners have simple and practical listening and speaking skills in English in the topics taught.

The contents of the course were chosen based on the relevance with the already employed theme suggested by the government (Department of National Education, 2003), closeness to the kindergarteners, simplicity and most importantly, relevance with kindergartener's cognitive maturity as it needs to be appropriate with kindergartners' characteristics.

Determining scope and sequence dealt with the distribution of contents throughout the course, which is, the breadth and depth of the coverage, as well as the arrangements of contents. The scope answered questions on what range of contents would be covered and to what extent each topics would be learned. The themes in the first semester are myself, my environment, my needs, animals and plants.

In accordance with the themes used and based on the closeness to the kindergarteners and simplicity of them, the theme of myself starts with the simplest topic of self introduction, to body parts and lasts with five senses which are more complex

compared with the previous two topics. The theme of my environment, the first topic to cover is the family, which can be considered as the closest environment to kindergarteners. Shape and Color is chosen as the next topic as they are things kindergarteners can find in their environment and they will provide the basis for the next topics: Parts of a house and Furniture in the house.

In the next theme of my need, the arrangement of the topics was also based on simplicity to complexity. The first two topics, which are food and drink and clothes, were considered simpler than the two last ones, which were daily routines and health and school and people. The theme "Animals" brings closer topics of pet and farm animal first followed by animals in the zoo and animals and habitats. The last theme of plant introduces plants with introduction to plants topic which covers things like parts of a tree, kinds of plants and what plants need to stay alive. It is followed with food products from plants, which are, fruit and vegetable.

Planning course structure involves two things: selecting a syllabus framework and developing instructional blocks. The framework of the syllabus chosen in this research is topical as the organization of the materials is based on topics which are chosen based on themes. Another reason for this choice of syllabus framework is that because the instruction is aimed to be content based and that content provide the vehicle for the presentation of language. The instructional blocks used for this research product is unit planning. Planning by units instead of modules is chosen because each unit will carry one topic chosen from each theme.

Preparing scope and sequence plan deals with listing the units and their contents as well as indications of the time allocation of each. Each unit of the course can be covered within a meeting of 150 minutes. This 150 minute is divided into several main activities of presentation and explanation, craft time, and games. The presentation and explanation can be in the form of activities like power point presentation, video presentation, modelling by the teacher, poster show and explanation, story-telling, flashcard presentation and role play by the teacher. Craft time includes activities like coloring, labelling pictures, cutting and attaching, and writing or drawing. Games refer to all activities activating many kindergarteners' body part including interaction with peers and volunteering for example to tell stories.

3.2 Materials Development

The steps for material developments were mapping materials based on themes, designing the framework for material development and evaluation, collecting available materials, selecting the already collected materials, developing any necessary original materials, creating activities for use with the materials, and organizing the materials and activities based on the sequence of the syllabus.

The first step in material development was material mapping. The result of material mapping was the assigning of themes and topics throughout the semester. The materials from each topic were intended to be used for the instruction in the form of presentations, videos, songs, stories, flashcards, and game tools. Materials were mapped based on the topics and materials outlined in the syllabus.

The next step in material development was designing the framework. The framework dealt with the criteria that the products, hereby materials, needed to have in order to have the learners reach the goals. The criteria were the appropriateness of the materials with kindergarteners, which dealt with the developmental appropriateness, interestingness, safety of the materials and tools and their relevance to themes.

The next step was collecting materials. This dealt with researching available materials from many sources. Materials in the form of videos, presentations, songs,

stories, games, worksheets, flashcards and pictures were collected from various sources. The first filtering of the materials was their relevance to themes. The videos were mainly taken from youtube.com. There were not so many presentations and most of those not so many were not suitable with the framework. Most of the songs and stories were taken from already well-known songs which sources are from youtube.com and britishcouncil.com. One of the main sources of the games and the worksheets is from education.com. While for the flashcards, the main sources are eslkids.com and kidscanhavefun.com.

The next step in material development was material selection. The already collected materials in the previous step were then selected using the framework. The first selection was done dealing with the appropriateness of the materials with the themes and kindergarteners' level. The next selection dealt with the appropriateness of the materials for kindergarteners and kindergarten context.

As there were lacks of material suitable with the framework, development of original materials, which was the next step in material development, was needed. One of the materials which mostly need to be developed is the presentations. There were not so many presentations found during the material collection and those presentations were mostly not suitable with the needs of the teaching and the framework. Therefore, most presentation materials in the products were originally developed for this research.

The presentation development was done by choosing relevant pictures and flashcard to be used in the presentation based on the themes. Each of the pictures was put in a single slide together with the audio of the pronunciation of the word to introduce kindergarteners with vocabulary in the selected themes.

The development of the audio was done by writing all the words using notepad then inputting this text to a speaking software while recording it using recording software. The result of the recording was cut per words or parts. This cutting of each word was then inputted to the slide with the corresponding pictures or flash cards in the presentation. Some of the audios, especially long ones, were developed by recording it manually. This development was done by recording the researcher's voice using audacity portable recording app.

In addition to the presentations, some songs for the instruction need to be developed for the needs of the product as there are some songs of certain topics which are not available or not suitable with the framework. The songs developed for this purpose were the fruit song, the colour song, all of the transition songs, the number songs, and the body part song.

Some of the materials collected were partly appropriate with the framework and thus in need of some adaptations. Adapting the already available materials if necessary, therefore, is the next step in material development. This applied to some of the worksheets, among other things. Worksheets involving some writing were left but if there are worksheet which are actually suitable and needed but have some writing in them, the writing were adapted to pictures or symbols.

Once all the materials were ready, activities to be used with the materials were developed. This phase is called designing activities to be used with materials. The activities include colouring, cutting and pasting, writing numbers, stating more and less between pictures, and games. All those activities were organized based on the relevance with themes.

All the selected, developed and adapted materials and activities were organized to its corresponding themes and topics of the syllabus in the phase of organizing materials and activities. A guideline of how to use the materials with the syllabus was also

developed. The guideline was developed as the step by step procedures that the teachers can do to use the materials in the classroom.

3.3 Product Validation and Try-out

Based on the subject matter expert validation, the products scored excellent on appropriateness with kindergartners' characteristics, applicability and effectiveness in achieving the product specifications: thematic relevance, interestingness, safety, character building content and games incorporation, and activity variety. However, the products lack in clarity of the evaluation and time allocation.

The second validation was done by practitioner experts to see the applicability of the developed product in assisting their teaching. The practitioner experts stated that the syllabus is suitable to be applied in kindergarten as it can be the basis, the guideline and the control tools as well as the instructional direction of English teaching in kindergarten. It is already clear as it already have complete components. In addition, it came with guideline with teaching scenario which is clear and can be easily applied. It also has instructional materials which are easy to use.

For the improvement, the practitioner experts suggested the addition of guessing game in the end of each meeting for evaluation and sense of achievement for the children after finishing a particular instruction. In response to that, a guessing game was added in the product at the end of each unit.

One unit of the validated products was tried out to gain further feedback for the final revision of the product. The tried out product was the second unit which is entitled Body Parts. The Unit was chosen because there was just a little required learning for the unit. The required learning was that about numbers but it was previously taught by the teacher.

The try-out was aimed at finding out the students' engagement with the instruction, their interest in the instruction, the attractiveness of the visuals and teaching media and the success and failure of the product to reach the objectives.

Based on the observation, the kindergarteners seem to be interested with the instruction. They seem to have fun with and enjoy the instruction. During the instruction, they were actively doing and participating in the instructional activities as well as the games. They also cooperate well in team games. They used the language models in communication between peers as well as between kindergartener with the teacher.

The pictures and the visuals seem to help in comprehension. In addition, they also attract the kindergarteners' attention. Overall, the instructional materials and activities can be said to be successful in helping to reach the objectives of the instruction.

4 CONCLUSION AND SUGGESTION

A syllabus and instructional materials for the teaching of English was developed in this research to bridge the gap between the unavailability of guideline and ready to use materials for English instruction in kindergarten with the expected English instruction. The developed products can be used to help the kindergarten teachers in giving English instruction by using the syllabus with the guideline as well as the materials. The syllabus contains the developmental achievement level, achievement of development, indicators, theme and topics, materials to cover, instructional activities, evaluation, material source, and time allotment. The guideline contains the step by step procedures on how to use the syllabus. The materials are the presentation slides, videos, song, stories, flashcards as well as worksheets to use with the syllabus.

With the developed products, kindergarten teachers have the syllabus and the accompanying guideline to guide them in giving English instruction to kindergarteners. They can use the developed materials in their teaching by using them as a guideline, basis, ideas, control tool and instructional direction. They no longer need to develop them themselves and they can select and adapt them based on the needs and condition of their own classes. They will no longer face difficulty in finding materials which are in line with the themes, moreover difficulty in developing them themselves. They will also have various interesting instructional activities which they can select and all of those are already made suitable with kindergarteners' development and age characteristics completed with audio which might help them in presenting the pronunciation of English words.

Despite those strengths, the products have several weaknesses like its limitation to one semester and one class only, it contains some presentation slides and videos which might not be able to be played in some kindergarten without LCD or video player setting, its developed materials might not of the best quality to be produced these days. In addition, the try out was only done with one chapter only due to time limitation. The materials developed here might not of the best quality nowadays. In addition to those weaknesses, the materials and activities is not yet well-balanced and equally-distributed among chapters.

Disseminating the products to a larger target can be done if the materials and activities are suitable with the employed theme in other kindergartens. The use of example themes provided from the department of national education enables the products to be used in kindergartens using those themes. The use of the products to teach English to kids informally, by a mother or an adult to a child is possible. For that purpose, products of this research is made to be downloadable via englishyounglearners.wordpress.com.

For teachers, it is suggested that the try out can be done to the whole parts of the product. For material developers, materials and audio can be produced using top notch recording tools/software/technology and by better speaker. In addition, the development of the pictures, flashcards, and videos can be done if there are available illustrators for the projects. Another suggestion for future research is to develop the syllabus, guideline and instructional materials for other semesters and group, which are, the first and second semester of group A and the second semester of group B and to have a more well-balanced and equally-distributed materials and activities.

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UTILIZING MICROSOFT LEARNING TOOLS IN TEACHING ENGLISH IN THE FRAMEWORK OF 21ST CENTURY LEARNING

Betty Sekarasih Hadi Yani
bettysekarasih@hotmail.com

SMA Negeri 2 Playen
Gunungkidul Yogyakarta Indonesia

Abstract

Technology cannot be separated from our lives. It interweaved in almost every part of people's lives and affects how we work, socialize, connect, play, and most importantly learn. The presence of technology in the classroom becomes essential. It helps the students to prepare their future careers and real world environment, to interact more by encouraging collaboration and to conduct effective communication. Technology is also a great way to reach diversity in learning style. Well-integrated use of technology resources makes twenty-first-century learning possible. Twenty-first-century learning embodies an approach to teaching that marries content to skills. The term "21st-century skills" is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that schools need to teach to help students thrive in today's world. Successful technology integration is achieved when the use of technology is routine and transparent, accessible and readily available for the task at hand, supporting the curricular goals, and helping the students to effectively reach their goals. Project based that incorporating technology becomes the representation of 21st century learning in the classroom. Microsoft offers a lot of learning tools that can be utilized in the English teaching learning process. The tools such as autocollage, photostory, kids story builder, one note, songsmith, publisher, skype, lync and sway are effective for constructing knowledge, encouraging collaboration, presenting ideas, and improving creativity. By utilizing the microsoft learning tools in the project based learning, the students will get opportunity to work with technology to discuss and study real world issue. The technology they used give them ease to collaborate with others, to communicate their ideas and also improve their creativity. The students can learn the language with the topic of real world problem today and they also can be the designer of technology products. The other benefits obtained by integrating the technology are students become more responsible to take more control over their own learning and the classroom becomes a happier place. Students are excited about being able to use technology and therefore are more apt to learn.

Keywords: 21st century learning, technology integration, project based learning, learning tools

1 INTRODUCTION

There has been a significant shift in education paradigm today. Fluctuating global conditions, new economic realities, and shifting cultural norms all influence the expectations placed on today's educational institutions. Sparking the natural curiosity of young people and enabling them to be successful both in school and in their future work environments remains an essential mission for educational institutions and it becomes the main issue in 21st century learning.

Technology has revolutionised our relationship with information in the real world and we take for granted our ability to access it anywhere, at any time. This is even more pronounced for young people who have grown up with technology as an integral and ever-present part of their lives. . Today's students are natural investigators, researchers and synthesisers of information. The presence of technology in the classroom becomes essential. It helps the students to prepare their future careers and real world environment, to interact more by encouraging collaboration and to conduct effective communication. Well-integrated use of technology resources makes twenty-first-century learning possible.

It is sometimes difficult to describe how technology can impact learning because the term "technology integration" is such a broad umbrella that covers so many varied tools and practices; there are many ways technology can become an integral part of the learning process. Project based learning that incorporating technology becomes one of the representations of 21st century learning in the classroom. In the project conducted, the students experience technology use in some aspects that represent the core competencies of 21st century learning. Microsoft offers a lot of learning tools that can be utilized in the English teaching learning process. These tools give opportunities for the students in constructing knowledge, encouraging collaboration, presenting ideas, and improving creativity.

2 EDUCATION PARADIGM SHIFT

The future growth and stability of our global economy depends on the ability of education systems around the world to prepare all students for career opportunities and help them attain higher levels of achievement. However, despite numerous efforts to improve educational standards, school systems around the world are struggling to meet the demands of 21st century learners and employers.

Life outside the classroom has changed so dramatically, the learners are also changing. Teens spent most of their media time on cellphones, the Internet, and games. More recently, the phenomenon of online social networking has swept the globe. Now everyone can be a creator a film maker on YouTube, a recording artist on Second Life, or an opinion leader on blogs and a multitude of gossip and comment sites. This phenomenon leads changing paradigm in educational system as we can see in the figure below.
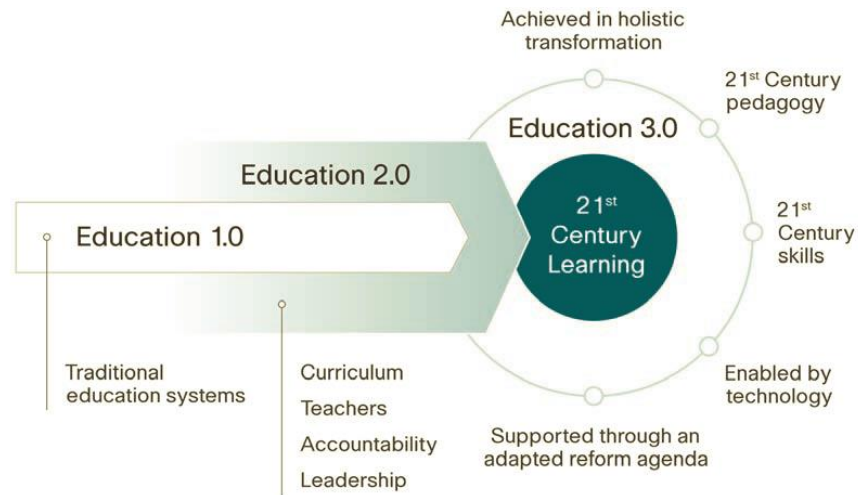
Figure 1 Education Paradigm Shift

Education 1.0 represents education as it was during most of the 20th century, characterized by access and quality challenges, variable practices and standards, and limited performance management. In the Education 2.0 phase, system reforms have been designed to professionalize processes and set standards. Education 3.0 is the emerging paradigm of 21st century learning. It builds on the system reform of Education 2.0 and the opportunities afforded by technology to equip learners with new skills by introducing new pedagogy. This new paradigm requires a broader reform agenda; one that responds to socioeconomic realities and enhances learning opportunities through collaborative technologies.

3   21ST CENTURY LEARNING PARADIGM

The term 21st century skills is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking and problem solving that advocates believe schools need to teach to help students thrive in today's world. Berry (2010) stated that 21st century learning means that students master content while producing, synthesizing and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. They demonstrate three Cs: creativity, communication and collaboration, digital literacy as well as civic responsibility. Virtual tools and open source software create borderless learning territories for students of all ages, anytime, anywhere. While Beers (2012) emphasized that 21st century learning should facilitate the students to possess 21st century skills. This learning paradigm focuses on the ability of the students to develop critical thinking, relate the knowledge obtained to the real world, work with ICT and collaborate.

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

ATC21S (assessment and teaching for 21st century skills) concluded four main aspects of 21st century skills:

(a) Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning
(b) Ways of working. Communication and collaboration
(c) Tools for working. Information and communications technology (ICT) and information literacy
(d) Skills for living in the world. Citizenship, life and career, and personal and social responsibility

Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

(a) Global Awareness
(b) Financial, Economic, Business and Entrepreneurial Literacy
(c) Civic Literacy
(d) Health Literacy
(e) Environmental Literacy

4   ICT INTEGRATION IN TEACHINGANDLEARNING ENGLISH

Time has come for teachers and learners of English to realize the fundamental role of information and communication technology not only in the area of language teaching and learning but also in the global economy where the proficient use of English is fast assuming the indispensable engine of growth and development. According to Brown (1994) second language education has changed considerably.

Pointing out the importance of the use of an "electric enlightened approach" to theory building but cautions that classroom contact is still very necessary for second language learners to give real-world validity to their theory building. Similarly, Randall (2006) has admitted that technology has become a major component; a must have in many homes around the world, with its concomitant influence permeating all facets of human lives, including education. This is a welcome development by many as it shows the direction in which language instruction will be driven by new advancements in technology.

Technology integration is the use of technology resources computers, mobile devices like smartphones and tablets, digital cameras, social media platforms and networks, software applications, the Internet, etc. in daily classroom practices, and in the management of a school. Successful technology integration is achieved when the use of technology is routine and transparent, accessible and readily available for the task at hand and also supporting the curricular goals, and helping the students to effectively reach their goals.

Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. When effectively integrated into the curriculum, technology tools can extend learning in powerful ways. These tools can provide students and teachers with:

4.1 Types of Technology Integration

It is sometimes difficult to describe how technology can impact learning because the term "technology integration" is such a broad umbrella that covers so many varied tools and practices; there are many ways technology can become an integral part of the learning process. The following are some examples of technology integration in teaching and learning English:

1. Online Learning and Blended Classrooms
2. Project-Based Activities Incorporating Technology
3. Game-Based Learning and Assessment
4. Learning with Mobile and Handheld Devices
5. Instructional Tools like Interactive Whiteboards
6. Web-Based Projects, Explorations, and Research
7. Student-Created Media like Podcasts, Videos, or Slideshows
8. Collaborative Online Tools
9. Using Social Media to Engage Students

4.2 Project BasedLearning

It has been stated earlier that Project based Learning that incorporate technology is one of the representations of technology integration. It also makes the 21st century learning possible. Project based learning connects the students to the real problems that happen in the daily life. This learning is started from the invented problems and should be ended with the strategies offered to overcome the problems. The students study the materials in a structured way. In project based learning the students produce certain products as the outcomes of learning. And in producing the outcomes they should do investigation or inquiry learning.

According to BIE (Buck Institute for Education) project based learning is a teaching method in which students gain knowledge and skills by working for extended period of time to investigate and respond to a complex question, problem or challenge. Essential elements of PBL include:

1. Significant Content: As its core the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
2. 21st century competencies: Students build competencies valuable for today' world such as problem solving, critical thinking, collaboration, communication and creativity/innovation which are explicitly taught and assessed.
3. In depth inquiry: Students are engaged in an extended rigorous process of asking questions, using resources and developing answers.
4. Driving Question: Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.
5. Need to
6. Know: Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the driving questions and create project products, beginning with an entry event that generate interest and curiosity.

7. Voice and Choice: Students are allowed to make some choices about the products to be created, how they work and how they use their time, guided by teacher and depending on age level and PBL experience.
8. Critique and Revision: The project include processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.
9. Public Audience: Students presents their work to other people beyond their classmates and teacher

The procedure of Project Based Learning can be seen in the figure below

1. • Planning : Deciding Topic (content), establishing goals, Driving Questions, presenting success criteria and project outline
2. • Grouping, role and task distribution, responsibility share, arrange time schedule, creating matrix for project progress
3. • Constructing knowledge: collecting data, finding information from different sources, conducting observation, interview
4. • Producing artefacts of the gained knowledge using technology application
5. • Presenting/communicating the products to the class and authentic audience
   • Obtaining feedback
6. • Revising the work based on feedback given
   • Creating final outcomes

Figure 2 : The procedure of Project Based Learning

4.3   Using Micosoft Learning tools for Project Based Learning

It is becoming increasingly problematic for employers that students are leaving school without the necessary skills to gain employment. Key skills that are missing tend to be problem solving, teamwork, innovation, adaptability and critical thinking. A solution could be less teaching from the front and more project based or inquiry based learning. Microsoft offers a collection of learning tools (learning suite) that can help teachers make this change. There are four components to be considered in the project:

1. Research
2. Students do research on data (text material, results of science experiments, pieces of art, audio and video etc.) and define a goal or a challenge.
3. Creation
4. The outcomes of the investigation result in a creative product: a written text, a presentation, a video clip, etc.
5. Presentation
6. The creative product is presented, preferably not just for the teacher but also for fellow students who can give reciprocal feedback.
7. Collaboration

8. It is essential for project work that collaboration is integrated in the different stages.

Microsoft learning tools or commonly called Learning Suite is a collection of free programs and applications that can be used for project work. The programs and applications are mapped according to 21st Century Skills and match the stages of project work.
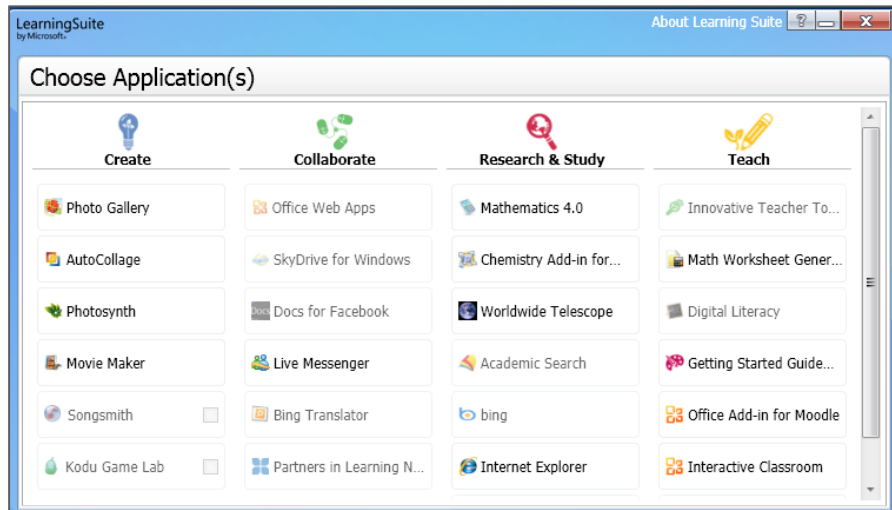
Figure 3: Microsoft Learning Suite

In the framework of English Teaching and Learning, the tools that can be utilized in the project are presented in the table below

PBL Element	Tool Used	Activity	Skill(s) developed
Research	Bing Bing Map Bing Translator World Wide Telescope	Searching for information	Critical Thinking
Collaboration	One Note One drive Lync Skype in the classroom	Sharing common documents, collaborating project	Collaboration Skills, Organizational Skills
Creation	Auto collage Publisher Photostory Songsmith Movie maker	Prepare audio, visual, audio visual report of the investigation.	Creative Skills
Presentation	Powerpoint Sway	Present the outcomes for an audience of peers.	Presenting Skills

Table 1: Microsoft Learning tools for English PBL

5 MICROSOFT LEARNING TOOLS DESCRIPTION IN EACH PBL ELEMENT

5.1 Research

5.1.1 Bing, Bing Map and Bing Translator

Bing merges real-time content with Web search technology to present compelling new search results for users. It helps us make better decisions by collecting, analyzing, and uniquely presenting real-time content from Twitter™. Bing Maps gives you a seamless mapping experience from any view or vantage point, whether 30,000 feet or sea level. Bing Translator helps us in translating language. It serves around 32 languages today.
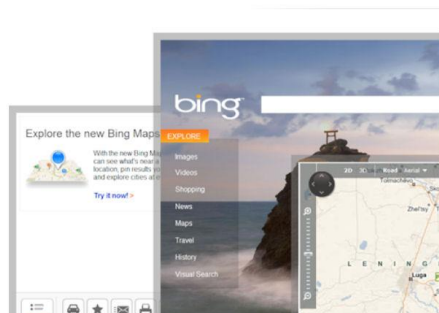
Figure 4 : Bing (Microsoft Learning Tool)

Class Application : Students use Bing to collect data and find information about the issue in the project. Bing serves as search engine that can provide students valuable information about the main issue in the project. And Bing translator assists the students to analyze, evaluate and synthesize information.

5.1.2 World Wide Telescope

WW Telescope enables seamless panning and zooming across the night sky blending terabytes of images, data, and stories from multiple sources over the Internet into a media-rich immersive experience. It enables us to explore the universe, bringing together imagery from the best ground and space-based telescopes in the world and combining it with 3D navigation. Microsoft Research hopes it will inspire and empower people to explore and understand the universe as never before.
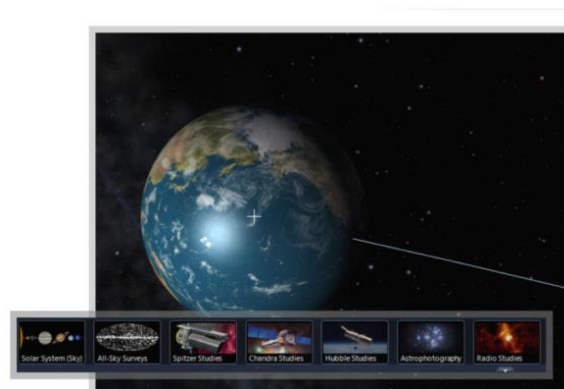
Figure 5 : Microsoft Learning Tool : World Wide Telescope

Class Application: Studentscan utilize this tool to find information related to universe. When the topic presented is about cosmos and universe the students can explore the

information in incredible detail. They canview the entire solar system in 3D with light and shadows created from the sun, explore the Earth and Mars and experience narrated guided tours from astronomers and educators featuring interesting places in the sky.

5.2 Collaboration

5.2.1 One Note

OneNote organizes and inspires. It empowers students to take visual notes with ease place text, printouts, tables, ink, web clippings and files in OneNote's "anything, anywhere" freeform canvas. Eliminate paper by replacing printouts on paper and add the creative power of digital ink to deliver the natural digital educational experiences across devices.

Figure 6 : Microsoft Learning Tool : One Note Logo

Class Application: In terms of collaboration,one note makes the students possible to work together in a notebook at the real time. The resources can be shared and edited by each member of the group at the real time and even when they are away. One Note will automatically combine each change happens in the notebook It is powerful tool to see the team/group progress.

5.2.2 OneDrive

OneDrive is like a private online vault where we can put all of our important files, and control who sees what. We can share files with OneDrive too, just use the permissions settings to determine who can view, edit, or upload files. This means we can keep some files private for yourself, share some with others.

Figure 7 : Microsoft Learning Tool : One Drive Logo

Class Application: Students can utilize this tool for collaboration. They can store the data from the investigation and share links to their folders, files, and photos so that the other member of the group can access the information and work together in the project.

5.2.3 Lync (Rebranding: Skype for Business)

Lync is a feature that rich of collaboration and communication tool included in office 365. It is a feature of realtime communication tool. With lync we can instant message, voice/video call, share desktops, share programs, powerpoint slide, virtual whiteboards and documents as well as online polling.
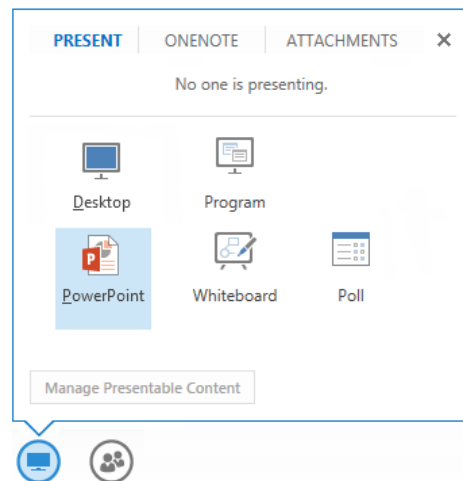
Figure 8 : Lync Supporting Facilities

Class Application: Lync is commonly used for distant learning. It can be applied for online classroom. In respect to the project, Lync can be the best tool for collaboration and communication. Students can use this tool to hold virtual and meeting and have discussion about the project. They can send instant message and conduct videocall. The members of the group can take their role to have presentation by utilizing the slide and online whiteboard.

5.2.4 Skype in the Classroom

Skype is a free and easy way for teachers to open up their classroom. Using Skype in the classroom, you can meet new people, talk to experts, share ideas and create amazing learning experiences with teachers from around the world. Skype in the classroom allows teachersa and students to collaborate on exciting projects with classess around the world.

Figure 9 :Microsoft Learning Tool : Skype in the classroom Logo

Class Application: Teachers can help the students to find connection around the world by using this tool. Since teachers can find community for education-related endeavours, not personal or commercial projects. Students can make collaboration with partner classes, teachers and guest speakers. They can share their thoughts within this network

5.3 Creation (Creativity)

5.3.1 Autocollage

Autocollage inspires students creativity and help them to remember information. With auocollage we can engage the stuents in a fun and creative way by quickly creating a collage of images. It uses face and object recognition to swiftly create a collage of several images.

Figure 10 : Microsoft Learning Tool: Autocollage Logo

Class Application : It can increase class participation on a visually stimulating topic. In the project, students can use this tool to make visual presentation from photos as the artefact of the gained knowledge. They can create compelling visual stories or information on complex subjects.

5.3.2 Microsoft Publisher

Publisher helps us to create, personalize and share a wide range of publication and marketing material with ease. It is an editor and lay out tool. It includes templates from which you can select a template and customize it to meet your needs. For this, it is possible to insert advertisements, calendars, sidebars, etc. With this software, it is easy to insert or replace images without changing the appearance and the layout of your publication. To enhance your images, you can adjust sharpness, brightness and so on, change your image shapes. To get a perfect typography,

Figure 11 : Microsoft Publisher Logo

Class Aplication : Publisher offers many kinds of templates that can be used as media to express meaning of functional text that frequently found in daily conduct. By using this tool, students are challenged to show their creativity to make products such as poster, cards, brochure, leaflet or flyers as the visual presentations of the gained knowledge artefact.

5.3.3 Photostory 3 for Windows

Microsoft's Photo Story is a free Windows program that lets us create audiovisual presentations out of our photos and images. We can quickly crop, rotate, and edit your pictures; personalize them with captions and titles; and add sound effects, narration, and background music. Photo Story saves our presentations as WMV files we can play on your PC or convert using a third-party video converter. Finished files can be small enough to send by email, too.

Figure 12 : Microsoft Learning Tool : Photostory 3 for windows Logo

Class Application: This tool is very effective to improve students' creativity. The students use this tool to make audio visual report of their investigation. When they did

investigation, they went to the real object and took some photos as the evidence. This tool enables them to create more interesting presentation of the photos. They alo can combine auto collage with this tool in a creative way. It represents audio visual product to communicate their product/work.

5.3.4 Songsmith

Figure 13 : Songsmith view

Songsmith sparks students' creativity, engages their interest, and improve learning outcomes by creating and sharing music in the classroom.It automatically generates musical accompaniment for anyone's voice and can help us teach music, math, and many other subjects in innovative new ways. Sometimes helping kids "find their spark" is the hardest part of stimulating learning; Songsmith is a great way to encourage creativity. Songsmith is easy and fun to use. Just choose a musical style, sing into your PC's microphone, and Songsmith will create backing music for us. We can share songs with classmates, post our songs online, or create our own music videos.

Class Application: Songsmith is really powerful to encourage students creativity.Students can utlilize it to create audio product as the artefact of the gained knowledge in the project. The song is originally composed by the students and their creativity really determine the quslity of the audio product to be presented.

5.4 Presentation

To present the report of the project, usually the students utilize microsoft powerpoint. This tool has been developed well and equipped with some shopisticated features to bring ths slides into life. Microsoft however has launched a new product that can be used by the students to present the result of the project called sway.

5.4.1 Sway

Sway is a presentation web app part of the Microsoft Office family of products Sway allows users to combine text and media to create a presentable website. Users can pull content locally from the device in use, or from internet sources such as Bing, OneDrive, YouTube, and Facebook. A Sway can be viewed or displayed through the web browser or by using the native app foriOS (Windows Phone and Android apps are currently in development.
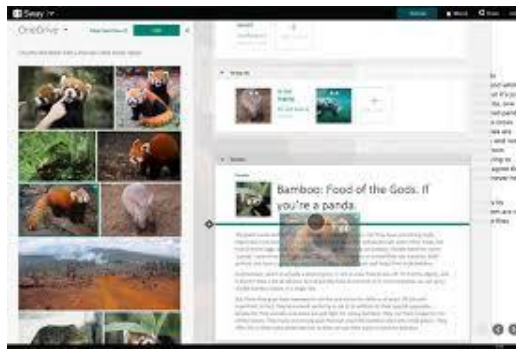
Figure 14 : Sway presentation

Class Application: Sway help the students to express their idea in entirely new way, accross the devices. In the project, the students collaborate to create their page to present their project result.

6   CONCLUSIONS AND SUGGESTIONS

By utilizing the microsoft learning tools in the project based learning, the students will get opportunity to work with technology to discuss and study real world issue. The technology they used give them ease to collaborate with others, to communicate their ideas and also improve their creativity. The students can learn the language with the topic of real world problem today and they also can be the designer of technology products. The other benefits obtained by integrating the technology are students become more responsible to take more control over their own learning and the classroom becomes a happier place. Students are excited about being able to use technology and therefore are more apt to learn.

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SETTING UP NUMBER HEADS TOGETHER TO ASSIST STUDENTS IN READING COMPREHENSION OF SPOOF TEXT

Ummi Rasyidah

ummirasyidah@yahoo.com

University of Pasir Pengaraian
Rokan Hulu, Riau Province, Indonesia

Abstract

The aim of this study was to determine the effect of number heads together techniques on academic achievements of eleventh grade students in reading comprehension of spoof text. The sample of this study consisted of 21 second-year social education students in SMAN 3 Rambah Hilir during the 2014–2015 academic years. The data collection instruments used was test and observation. The study was carried out in one group with pre-experimental design namely pre-test and post-test design. The data obtained with the instruments were evaluated using descriptive statistics and t-test. The results indicated that teaching reading comprehension of spoof text was more effective than before the existing teaching technique. In addition, according to findings from the observation, the students were more active in terms of correct understanding, sharing ideas and working cooperatively with others.

Keywords: Number Heads Together, Reading Comprehension, Spoof Text

1 INTRODUCTION

The achievement of students is rational and streamlined to address some specific teacher's competence, media, technique etc.Teaching technique is the transition phase because it must incorporate the learning and teaching psychology of students and teachers respectively.

Once teachers have a thorough understanding of the teaching technique, they would never lose that expertise. So knowledge about the technique needed and selected in teaching are equally important for good teachers. Sometime they try to link knowledge in varieties of different way while disseminating the information to students while engaging them in effective learning. Today we have competent teachers who have a whole new set of resources and techniques that evolve around learning. Technique should not be seen as separate tool in learning rather it should be taken as an integral part in effective teaching process.

Reading plays an important role in teaching and learning. Grellet (2010: 8) said, "reading is an active skill; it constantly involves guessing, predicting, checking and asking oneself questions. Similarly, Snow (2007:133) stated, "the best way to understand reading is therefore to see it as a process of active guessing in which readers use a variety of different kinds of clues to understand a text and to take what they need or want from it, generally as quickly as possible.

Moreover, Klingner (2007) states that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Related to other skills, Harmer (2007:99) stated that reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

There are some kinds of texts that the students have to learn at senior high school such as Narrative, Descriptive, Recount, Hortatory Exposition, Procedure, News Item, Report, Explanation, Spoof, and Anecdote. Moreover, according to Gerot and Wignell (1994:194) there are thirteen genres of texts. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. Wahidi (2009:6) explained that spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

As other genre of text, spoof has its own characteristics. Triyanti (2013:1) states that spoof text builds in three schematic structures; they areorientation, events and twist. Orientation is the beginning of the story. Events are several activities explored in chronological way. Twist is final series of the events which happening the story. It is unpredictable event/thing/way which amuses the reader.

Abu Nawas and the King Aaron

The king wanted to test Abu Nawas' smartness. So he invited Abu Nawas to the palace. "You want me, your Majesty?" greeted Abu Nawas. "Yes, you have fooled me three times and that's too much. I want you to leave the country. Otherwise you will have to go to jail" said the king. "If that is what you want, I will do what you said" said Abu Nawas sadly. Then "Remember, from tomorrow you may not step on the ground of this country anymore" the king said seriously. Then Abu Nawas left the king palace sadly.

The following morning the king ordered his two guards to go to Abu Nawas' house. The guards were very surprised found Abu Nawas still in his house. He had not left the country yet. Instead leaving the country, Abu Nawas was swimming in small pool in front of his house. "Hey Abu Nawas, why haven't you left this country yet? The king ordered you not to step on the ground of this country anymore, didn't he?" said the guards. "Sure he did" answered Abu Nawas calmly. "But look at me! Do I step on the ground of this country? No, I do not step on the ground. I am swimming on the water" continued Abu Nawas.

The guards were not able to argue with Abu Nawas so they left Abu Nawas' house and went back to the palace. The guards reported what they had seen to the king. The king was curious on Abu Nawas' excuse not to leave the country. Therefore the king ordered his guard to call Abu Nawas to come to the palace.

Orientation

Introducing Abu Nawas and the King on the counteracts about leaving and staying in the country.

Event 1

Abu Nawas was swimming on the pool.

Event 2

Abu Nawas was walking on the stilts

<table>
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Abu Nawas came to the palace on stilts. The king wondered and said "Abu, I will surely punish you because you haven't done what I have said. You have not left this country". The King continued "And now, look at you. You walk on stilts like a child. Are you crazy? The king pretended to be furious.

"I remember exactly what you said, Your Majesty" Abu Nawas answered calmly. "This morning I took a bath in the small pool in my house so that I had not to step on the ground. And since yesterday, I have been walking on this stilts. So you see, Your Majesty, I do not step on the ground of this country". The king was not able to say anything.

</td></tr>
</table>

Twister

Abu Nawas explained that swimming in the pool and walking on the stilts meant not stepping on the ground of the country.

Taken from: http://freeenglishcourse.info/3-examples-of-spoof-text-completed-with-generic-structure/

Cooperative learning consists of five basic elements: positive interdependence, promoted interaction, individual accountability, teaching of interpersonal and social skills and quality of group processing (Johnson & Johnson,2008). Cooperative learning is an effective instructional tool that has been widely adopted at all levels of education (Johnson & Johnson, 2009; Schroeder, 2007; Kyndt, 2013). There are a great number of cooperative learning techniques which can be applied in a certain language skills. One of these technique is called Number Head Together. Numbered heads together works as follows:

Students are assigned to heterogeneous groups of four.

Each student is assigned a number (1, 2, 3, or 4).

At various times during a lesson, the teacher poses a question and instructs the students to put their heads together.

Students spend an allotted amount of time discussing the question and formulating a response.

The teacher calls a number at random. The student with that number in the group is responsible for his or her group's response. (A volunteer with the number called may answer, all students with the number called may answer in unison, or all students with the number called may write a solution to the question (or problem) on a dry erase board.)

Wang (2009) proposed the importance of team rewards on cooperative learning. He explained that giving team rewards on cooperative learning research indicates that if students are rewarded for doing better than they have in the past, they will be more motivated to reach than if they are rewarded for doing better than others. Reward all cooperative learning team members and individual are given for correct responses from the Numbered Heads Together. It seems that when the students have a certain goal, they will have high motivation and better effort to reach it.

In short, Number Heads Together was applied in reading comprehension of Spoof text. In the end of the meeting, group and individual reward are given to the best individual and group perfomance.

2   METHOD

The subject of this research wasthe eleventh grade students at SMAN 3 Rambah Hilir in the academic year of 2014/2015. The researcher chooses SMAN 3 Rambah Hilir as the research location because it is located in the center of Pasir Pengaraian Sub-district. So, that school can represent the condition of other schools in Pasir Pengaraian. Besides, that school has enough students for the population of this research. The eleventh grade students are chosen as the population of this research because they had one year experience studying genre in reading that can be used as background knowledge, which is needed in implementing Number Heads Together Technique.

In the present study, pre-experimental research model consisting of pre-test post-test design was applied. A single class was observed at two time points, one before the treatment and one after the treatment. The experimental research model is shown on Table 1:

Table 1. Pre-Experimental Design

Pre-test	Treatment (x)	Post-test

The study used a total sampling of 21 students at grade XI IPS of SMAN 3 Rambah Hilir. The research questions of the present study are:

1. Does Number Heads Together improve students' reading comprehension effectively?
2. How are students' activities in the classroom through Number Heads Together Technique?

To find answers to the first question, the following alternative hypothesis is emerged:
Number Heads Together improves students' reading comprehension of the Second Years Students of IPS at SMAN 3 Rambah Hilir effectively.

During the experimental procedure in this study, the instructor attempted to guide students to learn the spoof text using the Number Heads Together technique. In this group, the instructor's role was one of learning facilitator. The interactions were between the learning materials and the students, between students, and between students and the teacher. The instructor applied the following seven steps. First, the objectives of the subject matter were identified. Second, the learning materials were organized. Third, five groups of four students were formed. Fourth, the instructor explained the process. Each group was divided into four different members. Students were allowed to number themselves 1, 2, 3, or 4. Fifth, the teacher posed a question and instructed the students to put their heads together. Sixth, Students spent an allotted amount of time discussing the question and formulating a response. Seventh, the teacher calls a number randomly to answer the question.

The procedures of the learning process are:
Pre-Teaching Activities

The teacher greets the students
The teacher checked the students' attendance
The teacher review previous material
The teacher guides students to the topic with brainstorming

Whilst-Teaching Activities

The teacher groups the students which consist of four to five students. The students are heterogeneous. Each member in the group has number.

The teacher asks the students to read the spoof text. Then they are asked to answer *5w1h* questions.

Every student does the exercise. She/he can ask other member when she/he get difficulties or does not understand about the question.

The teacher asks the students to answer the question by calling the student's number and group's number

Post-Teaching

The teacher together with students conclude the lesson

The teacher gives the reward to the best students and the best team

3   FINDINGS AND DISCUSSION

The process and the result of learning have an important consideration nowadays. This is supported by many techniques promoted by the experts. One of the techniques is Number Head Together. This technique is a part of Cooperative learning.

The calculation of normality in reading test is a way to obtain the normality of the distribution score of the data. If the distribution was said to be normal, then the distribution of the test can continue into parametric statistic. When the data are not normal, then the researcher uses nonparametric statistic to analyze the data. In this research, the researcher use one sample Kolmogorov-Smirnov test as follows:

Table 2. Tests of Normality

Treatment		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
RC_Control	**Before**	,162	29	**,050**	,922	29	,034
	After	,149	29	**,099**	,945	29	,136

a. Lilliefors Significance Correction

According to the result of the calculation, the calculated KSZ was 0.050 (for reading comprehension in pre test) and 0.099 (for reading comprehension in post-test). Both of valueswere greater than or equal to 0.05. Considering Sig. was greater than 0.05, we can conclude that the data of the reading comprehension pre-test distribution is normal.

A paired sample t-test was run to compare the mean scores students' reading comprehension before and after treatments. Below the result of the test:

Table 3. Paired Sample test

		Sig. 2-tailed	**Hypothesis**	**Conclusion**
Reading Comprehension	Pre	0.000	H_o rejected	Improved
	Post			

α = 0.05

From the table 3 by using Paired Sample T test, it showed that the sig. was 0.000. Meanwhile α was 0.05. Based on the fact sig. (0.000) was smaller than α at 0.05, it can be concluded that the null hypothesis is rejected. It can be concluded that Number Heads Together improves students' reading comprehension of the Second Years Students of IPS at SMAN 3 Rambah Hilir effectively.

A major finding from the present experiment is the improvement of students' achievement and the impact of technique to their activities during learning process. When the students as individual and as a group were given a reward for achievement on reading comprehension of spoof text activity either during learning or after testing, individuals spent more time on the activity and reported greater task interest to share ideas and work cooperatively with others. That is, achievement-based rewards increased motivation for the target activity.

Number Heads Together is cooperative learning in which students work together. In this case, the students can improve the spirit of working together. It is contrast with the situation of SMAN 3 Rambah Hilir School in which the students are very individually in working. By working together, the lower students in group can be helped by the upper students. Working together does not mean that the teacher does not mean any rules in classroom. The teacher must walk around to supervise the students' work.

During the learning process, the students were asked to give the question to the teacher, find the information of the text, and argue their argumentation about the reading passage. In this opportunity, the teacher provides the information for the students. However, the students must work hard to find the solution in learning process in group. At the end of each session, the students were given chance to deliver their ideas in classroom about the reading text when the teacher called their number.

Besides the results of test, the researcher also supported the data for students' activities by observation which done by the teacher. The followings were the notes on students' activities in the first meeting.

Most of students are still confused with the technique.
One to two students are active to read and look for answer to the question given.
The discussion is not running well.

It is known that applying the new technique needs time. In this school, it can identify that only six faster learning students. The teacher's note during the observation is also regarded as important data that support the condition of students' activities in the classroom. The teacher' notes in the second meeting were as follows:

Students become familiar with the technique.
Discussion runs better because more students focus to read than in the first meeting.
Smart students still dominate the discussion which aim to answer the questions.
There are some students in every group did not take participation.

These findings showed that there was an improvement of students' activities in the classroom. Classroom activities also run better than in the first meeting. Related to students' activities in the classroom, only several of them did not take a part in discussion. The teacher' notes in the third meeting were as follows:

Students become friendly with the strategy.
More students seem focus to discuss the text in every group although they just shake their head.

In addition, the notes also led to this conclusion. The amount of students who take participation in the classroom activities was added. This is because their familiarity with the technique. The teacher' notes in the fourth meeting can be seen in the following description;

The strategy used in the discussion runs better than in meeting 3
Students know how to do their role in every group
Almost all students in the group take participation in the discussion and are ready to answer the question given.

During the learning process, Number Heads Together provided the students a lot of time to practice and show their understanding towards the text. In the fourth meeting, students were not passive any longer. After giving them chance to have more practice in Number Heads Together, the improvement in their participation and activities occurred as expected by the researcher. The teacher's note in the fifth meeting can be seen in the following description:

Students apply the technique well.
They change the role of the students in every group in this strategy.
Almost all of them are focus to discuss the text with their group.
All students try to take participation in the discussion and answer every questions given.

Furthermore, Number Heads Together technique gave positive effect on the students' participation and students' reading comprehension. In accordance to participation, the students are able to change their position as a passive learner to be an active learner by taking part in discussion. In other hand, their comprehension also improved which can be seen through their effort in answering the questions. The teacher's notes in the six meeting were:

Discussion runs very well in this technique.
Every students knew what to do in their group.
They become enjoy to apply this strategy.
All of them are focus to the discussion.
All of them take participation in the question and answer activity.
All students give their opinion about thequestion given so that discussion runs better.

In conclusion, positive responses and comments appeared on the use of Number Heads Together technique that influenced students' participation and reading achievement during six meetings of treatment. It was clearly stated by the English teacher's note that the students progress in participation improved significantly. In the beginning of the first meeting, the strategy cannot be accepted quickly by the students, so

it becomes obstacle in teaching and learning process. Then when they were familiar with the technique, they got involve in discussion.

During teaching and learning process, the students showed their enthusiasm. It can be seen through their activities in the classroom. Although in the first meeting several students took a part, in the end of treatment, all students tries to answer and respond the teacher's question. Otherwise, when they did not understand about something, they directly asked the teacher.

Number Heads Together technique allowed the students to work cooperatively and collaboratively. The forming group consisted of high and low achievement students. The teacher also mixed the member of the group with the difference background. The most important thing was; the student knew their role in the classroom, they knew when to take a note and they were able to participate cooperatively in class discussion. In short, the technique improves the quality of students' participation in the classroom discussion. Therefore, Number Heads Together technique has important role in improving students' participation in teaching and learning process.

This study was designed to get information about how student' activities in learning process. The researcher used observation because it did not disturb the learning process. The researcher could reduce barriers that might happen in the classroom. Three underlined results indicated through this research.

3.1 Students get better understanding on the topic discussed.

In the classroom, a teacher has role not only as the knowledge source, but also as the controller of teaching learning process. Teacher controlled all the activities in the classroom in order to reach the goal of learning. Teacher also evaluated the teaching learning process to know how far students' understanding to the lesson. Teacher could be as an assessor to state right or not the students' arguments. In other words, teacher can influence and control the students' action in the classroom. From the explanation above, it can be inferred that teacher had more power and authority than that of students in the classroom. Here, the teacher arranged the class to be the sources of learning by grouping the students in Number Heads Together technique.

In the context of classroom activities, the relationship of teachers and students affected the learning effectiveness. Teacher-student relationship is reflected in the use of language in the learning interaction. Student-student relationship helped the students to communicate the idea with others. It is expected students' consciousness about the application of students center learning will be emerged. Students must actively involve in teaching learning process.

A number of cultural dimensions that likely influence group knowledge sharing has been identified. In SMAN 03 Rambah Hilir, one way was sharing knowledge occurred from high achievement students to low achievement students. Sometimes it was not sharing but telling. It could be said that the high achievement students prepared, organized and put the knowledge in the paper and others read and had to understand it. In other ways, Number Heads Together managed and supported the students with knowledge sharing process. All students had a chance to promote their knowledge in group discussion.

It was also found that Number Heads Together for achievement in learning directly increased students understanding following the learning phase. One possible reason for this finding is Number Heads Together led the students to collaboratively combine their idea. Many potential benefits can be realized from knowledge sharing. An important reason for the success of sharing ideas to facilitate knowledge sharing is the consideration of how the organizational and interpersonal contexts as well as individual

characteristics influence knowledge sharing itself. Cooper (1999:272) supported that good cooperative learning strategies engage students in sharing how they think, examining it themselves, gaining insight from the critiques of their peers, and enlarging their conceptual understanding by hearing how others understand the same content.

I believed that when a student gets many ideas from other, she could conclude one thing based on her understanding. McDowell (2001) concluded that students believe that they learnt more from the course exercise that is the teach yourself document, than if the material had been lectured in the traditional manner. Learning reading comprehension of spoof text using Number Heads Together technique made a more positive result to improve students' score in SMAN 3 Rambah Hilir. Basically, the research has positive implication both the teacher and the school itself in order to improve students reading comprehension. Furthermore, it could be as motivation for the primary teachers to use this technique to conduct the learning process.

3.2   Sharing ideas

It was teachers' role is to make students learn effectively and efficiently. Teacher has to do several activities such as plan properly, provide effective instruction and evaluate the learning using appropriate methods and techniques. That means, a teacher had to perform a lot of activities inside and outside the classroom. It was also known that effectiveness or ineffectiveness of teaching is closely linked to teacher competence. Deal with this, grouping students in learning was one of the teacher ways to give students a chance to learn more effective and more efficient.

Each member on the group is accountable to respond the questions. She should develop her personal responsibility to learn and to help others. It is clear, that commonly problem occurs in working in group conventionally; only high achievement students did the task while others tend to accepted all without any interruption. The improvement of students' comprehension was also influenced by the discussion process that the students did in their group. Here, the students shared their respond to the question until they got a conclusion.

The time was allotment in sharing ideas activities. Limited time was given in order to allow the students work cooperatively. They had to avoid ego and pathetic because the group will also take into accounts.

Numbered Heads Together technique requires students to have a good interaction among the group members to get the answer. In this technique, none of the students knew when the teacher asked them to the question given. That is way they have to share their idea so that all members in each group have same perception about the answer of the question. Numbered Heads Together is an effective technique that holds each student accountable for learning the material by placed in groups and each person is given a number. It means when the students work together in a group by given numbering, this strategy ensures that each member knows the answer to problems or questions asked by the teacher and they can formulate the ideas in produce a question easier.

It can be seen that Number Heads Together promotes positive relations among different achievement. According to Roger & Johnson (1994) positive interdependence results in promoting interaction, which may be defined as individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce in order to reach the group's goals. Akinbobola (2009) concluded that the result is not surprising because in cooperative learning, students are trained on how to interact positively, resolve disputes through compromise or mediation and encourage the best performance of each member for the benefit of the group.Students who are smart can teach the less intelligent students.

Parallel with the findings above, Lie (2002) stated that peer learning is more effective than teacher learning. Peer learning is mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. Moreover, Number Heads Together allows the students to work cooperatively with their friends. It means that in this technique, peer learning occurred. The students did not relied the information only on the teacher but also to their friends.

3.3 Working cooperatively

One of the characteristic of the students in SMAN 3 Rambah Hilir was not all members take a part in group work. A high achievement student tends to handle everything.

Giving rewards impacted intrinsic motivation when students were rewarded for achievement while learning an activity. In teaching and learning process, when students are learning new material, a teacher presents rewards over a period of time and allocates the reward on the basis of students' proficiency and group achievement.

Number Heads Together predicts that rewards given for achievement will not reduce autonomy but enhance perceived competence in both individual and group situations. According to statement above, greater perceived competence will lead to higher intrinsic motivation to share ideas among group members when the rewards are perceived as informational. In contrast, decreased perceptions of autonomy will lead to lower intrinsic motivation when the rewards are perceived as controlling.

It is important to note that rewards were given for successful achievement either individual or group, and procedures ensured that all students and groups succeeded. In Number Heads Together classroom settings, there is a graded level of success indicated by marks whereby some students achieve at the highest level and others achieve at a lower level. Individual score counted so did the achievement of groups. The highest score of individual achievement deserved to get the reward. The group accountability did the same regulation. The highest score the group achieved, the reward would be awarded to them.

When a student perceived a reward, she seems to put more effort in doing the task. Since rewards contracted regularly in every meeting, the students begun appear to undermine interest in that activity later. Jolliffe (2007) indicates that cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.

In assessing Number Head Together application in the classroom, personal and group are addressed. The rewards are given to the best individual and best group who perform good activities and answer through learning process.

4   CONCLUSIONS AND SUGGESTIONS

The findings of this study revealed evidence that supports the positive impact of cooperative learning on the attitudes of a group of SMAN 3 Rambah Hilir students toward their own learning. In general, these students preferred cooperative learning to the more traditional student-centered approach to which they were commonly exposed. The students could adapt this new style of learning in six weeks of instruction. It means that the students are highly adaptive in accommodating to the style of teaching and learning they experience in Western educational contexts. It therefore can be argued that learning styles are not culturally-based but contextual (Tran and Lewis 2012).

Some limitations should be considered when interpreting the study's results. Methodologically, the pre–post design is often considered a weaker design than, for example, the control group design (Shadish et al., 2002). Second, the length of the

treatment might influence the results. Third, the number of sample is not big enough to lead the generalization.

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DIALOGIC BOOK READING PRACTICES FOR PRIMARY SCHOOL EFL LEARNERS

Maria Teodora Ping
maria.t.ping@gmail.com

Syamdianita
mami_roayna@yahoo.com

Mulawarman University Language Centre
Jl. P. Flores No. 1 Samarinda, East Kalimantan, Indonesia

Abstract

A number of studies have indicated that book reading activities is beneficial for children's language and cognitive development (Bus et.al, 1995; Klesius & Griffith, 1996, Hargrave and Sénéchal, 2000; Blewit et.al, 2009). Furthermore, the interactional aspect found in a more specific group book reading activity called 'dialogic reading' has been proven to bring about the potential learning context for children (Zevenbergen & Whitehurst, 2002; Trivette & Dunst, 2007, Ping, 2014). This benefit seems to be applicable not only to children from families with middle- high socioeconomic status but also to children with disadvantaged background; not only in the first language context but also in the second language context (Zevenbergen & Whitehurst, 2002; Ping, 2014). Various instructional strategies at different linguistic and cognitive levels could be applied by adults (parents and/ or teachers) as learning input to the children during dialogic book reading activity. When done in a small group setting, children could also be encouraged to interact with their peer, which would be another opportunity for them to develop their language and thinking skills.To date, book reading activities have not been sufficiently explored in the Indonesian research context, especially in the EYL context. Therefore, this planned research tried to give an insight to a possible implementation and potential benefits of dialogic reading in the Indonesian context EYL classes. The design of this study was an observational study involving one EYL class consisting of a small group of five children aged 9-10 years old at Mulawarman University Language Centre.

Keywords: Dialogic Book Reading Practices, Primary School Learners, EFL learners

1 INTRODUCTION

Dialogic book reading is a book reading activity in which adult and child switch roles so that the child learns to become the storyteller with the assistance of the adult who functions as an active listener and questioner (Trivette and Dunst, 2007). In this practice, adult and child have a conversation about a book (Whitehurst, 1992). The adult's role is to help the child become the teller of the story. In other words, the adult becomes the listener, the questioner and the audience for the child. This is done due to the premise that

"children learn most from books when they are actively involved" (Whitehurst, 1992). Dialogic book reading itself was firstly developed by Whitehurst and his colleagues from the Stony Brook Reading and Language Project in 1988 (cf. Whitehurst, 1992; Zevenbergen & Whitehurst, 2003). It took into account the underlying theories which argued that "practices in using language, feedback regarding language and appropriately scaffolded adult- child interaction in the context of picture book reading all facilitate young children's language development" (Zevenbergen & Whitehurst, 2003).

The interaction between the adult and the child in a dialogic reading activity includes the situations in which the adult: 1). prompts the child to say something about the book; 2). evaluates the child's responses; 3). expands the child's responses by rephrasing and adding information to it, and 4). repeats the prompt to make sure the child has learned from the expansion. These strategies are referred to as "PEER", an acronym of the first letters of the four strategies (Whitehurst, 1992).

In addition to 'PEER', there are also some questioning techniques particular to dialogic book reading, namely the 'CROWD' strategies. The CROWD strategies or techniques comprise of different prompts. First, there is a "Completion prompt", in which adults use the fill-in-the-blank questions. The second one is a "Recall prompt", in which adults pose questions that require children to remember aspects of the books. The third one is called an "Open- ended prompt", in which adults produce statements that encourage children to respond to the book in their own words. Then, there is a "Wh-prompt" when adults make use of what, where and why questions. The last one is called a "Distancing prompt", when adults ask questions that require children to relate the content of the book to aspects of life (Zevenbergen & Whitehurst, 2003). These techniques of dialogic book reading have been employed and researched in terms of the effectiveness and all findings indicated that dialogic book reading had positive effects on the language and emergent literacy skills of children (Zevenbergen & Whitehurst, 2003).

Furthermore, Trivette & Dunst (2007) conducted a research based synthesis study comparing the three types of book reading practices in terms of their effectiveness. They collected relevant studies concerning the three types of book reading practices. There were thirteen studies involving 729 children examined in three syntheses. Out of the thirteen studies, six discussed dialogic book reading, four discussed interactive book reading and three discussed shared book reading. Their findings showed that types of reading interventions that more actively involved children would likely brought about more positive benefits. Thus, the two interventions that were considered as the most effective were dialogic reading and interactive shared book reading. These two types of book reading made use of various techniques and strategies which stimulated children to participate by asking questions, prompting descriptions, asking for elaboration and completing part of a story. Furthermore, between these two types, dialogic reading was found to be the more structured procedure (Trivette & Dunst, 2004).

The findings of the study by Trivette & Dunst (2004) confirmed those of previous studies which were conducted by such researchers as Whitehurst (1992); Lonigan & Whitehurst (1998); Hargrave & Sénéchal (2000), and Cutspec, (2006). De Temple & Snow (2003) agreed with this by stating that interactive and dialogic book reading provided richer semantic contexts for novel words which tended to last longer than straight reading.

The findings of the present study tried to give an insight to a possible implementation and potential benefits of dialogic reading in terms of providing learning contexts for vocabulary and grammar during the implementation in the Indonesian EYL context.

2   METHOD

The design of this study was an observational study involving one EYL class consisting of a small group of five children aged 9-10 years old at Mulawarman University Language Centre. The research plan and procedures were as follows:

Training of the Teacher
    Before the research was done, the teacher was trained to use Dialogic reading techniques by watching video tutorials and reading the Dialogic reading modules available from this online resource http://community.fpg.unc.edu/taxonomy/term/39.
Dialogic Reading Sessions
    The teacher was assigned to perform dialogic reading. The books were selected based on the appropriateness of themes and difficulty levels. The book reading session was done three times, for 25- 30 minutes in each meeting. The titles of the picture books used were: 'Jasper the Cat', 'Walking through the Jungle' and 'All about Apples'.
The book reading sessions were observed and videotaped.
The videotaped data were transcribed and analysed by using a mixed content analysis matrix in order to investigate how the teacher carried out the dialogic reading sessions and the potential learning contexts.

3   FINDINGS AND DISCUSSION

The findings of the current study presented in this part will illustrate how the dialogic reading activities were implemented in the Indonesian EYL context and the potential language learning episodes during the reading activities.

3.1   Implementation of Dialogic Reading

After being trained for a week, the teacher in this study implemented the dialogic reading for three times with three different books. The books were selected based on the level of difficulty and the familiarity of the topics. While the teacher was implementing the reading activities, she was observed and videotaped. The observation was conducted to see the strategies used by the teacher, to identify potential learning episodes as well as to see the interaction between the teacher- children. A Dialogic Reading Observation Form (adopted from the Dialogic Reading Observation Form developed by CONNECT, 2011) was used as a guide. This observation form was divided into three parts namely '*introducing the book*', '*reading the book*' and '*closing the book*'. These three parts were principally similar to the classic book reading activities, i.e. '*pre-reading*', '*while-reading*' and '*post-reading*'.
        From the videotaped data, the following findings were revealed:

3.1.1   Meeting 1

3.1.1.1   Introducing the Book

The teacher started the reading activity by introducing the book. In this first meeting, the teacher mainly used English as the language of instruction during the book reading activity with some instances of code switching and code mixing. She started by trying to attract children's attention by asking the children to describe the picture on the book cover, as follows:

T: Okay. Let's see the book. **What can you see here**?

Ss: a cat

(Excerpt 1, Transcript 1, Meeting 1)
Then, she introduced the title of the book as well as the author of the book. She mentioned the information and then deliberately prompted the children to repeat the information.

T: and the title of the book is Jasper, the cat. Jasper, …

Ss: the cat

T: The book is written by Janet Allison Brown. Can you repeat? Who is the writer?

Ss: Janet

T: Janet..

Ss: Allison Brown

(Excerpt 2, Transcript 1, Meeting 1)
She further continued by asking some more questions related to the pictures and did some simple labelling activities with the children as follows:

T: … there is a picture of a cat. What is the colour of the cat?

Ss: Orange

T: hmm, orange, and then another colour?

Ss: red

T: Where is red? Which one is the red one?

Ss: itu, merah, telinganya

T: Oh, okay. What is the colour of the eyes?

Ss: white and green

T: Okay, good. and then mmm, this book is about Jasper, the cat. How many legs does the cat have?

Ss: four

T: Good, the cat has four..

Ss: legs

(Excerpt 3, Transcript 1, Meeting 1)
Then, she ended the introduction part by asking questions to build children's interest before beginning to read the book together.

T: … What do you think the book is about?

Ss: mmmmm.. (mumbling)

T: What is the story about?

Ss: Jasper, the cat

(Excerpt 4, Transcript 1, Meeting 1)

Based on the excerpts, the teacher fulfilled all the aspects that should be implemented in the 'introducing the book' part of the dialogic reading activity. She introduced the basic information about the book, namely the title and the author as well as asking questions which challenged the children to start predicting about the story they would read together. The aim of this part is to 'hook' the children's attention to the book before the reading activity is done.

3.1.1.2   Reading the Book

During this main part of dialogic reading activity, the teacher was observed to make use of the PEER (Prompt- Evaluation- Expansion- Repetition) strategies. Prompt was the first strategy in the sequence that was done by the teacher in her dialogic book reading implementation. The teacher used a variety of CROWD Prompt (Completion, Recall, Open- Ended, Wh-Questions and Distancing) while reading together with the children. One of the instances is as follows:

> T: So, for example like this. When there is a cow; the sounds of a cow is 'MOOO'. Then, if it is Jasper, the cat, what sounds does he make?

> Ss: Miawww

(Excerpt 5, Transcript 1, Meeting 1)

Furthermore, when using the '*Evaluation*' strategy, the teacher evaluated the children's responses in the forms of confirmation and/ or correction. The teacher's evaluation strategy could be seen below:

> T: What sounds does it make?

> Ss: Miaww, purr and ssshhh

> T: Ok, good, Miaww, purr and ssshhh like a snake. So what sounds does a snake make?

> Ss: ssshhh

> T: Good. Now, let's see, what is there in the picture beside Jasper? What does Jasper use in his neck?

> Ss: blue

> T: No, no. What does Jasper use? use?

> Ss: blue

(Excerpt 6, Transcript 1, Meeting 1)

From the excerpt, it could be seen that the teacher used both confirmation and correction as her evaluation strategy.

Moreover, the teacher was also observed to use '*Expansion*' strategy. It is employed to expand the child's response by rephrasing and adding information to it (Whitehurst, 1992). In addition, the teacher also repeated the prompt to ensure that children learned from the expansion that was given. An instance of the '*Repetition*' strategy used by the teacher is as follows:

> T: Okay, good. Now, can you see there is something else over there, beside Jasper in the picture? looking to Jasper?

> Ss: Mouse

> T: Ok, there is a mouse ya.. there is a mouse beside Jasper, and what is this? (pointing to the picture)
>
> Ss: flowers
>
> T: and what is that? (pointing to the picture)
>
> Ss: tree

(Excerpt 7, Transcript 1, Meeting 1)
From the excerpt, it could be seen that the teacher expanded and repeated the child's answer. Therefore, all strategies were employed by the teacher during the 'Reading the Book' part.

3.1.1.3   Closing the Book

In the last part of the dialogic reading session, the teacher asked the so-called 'distancing questions'. Distancing questions are questions which relate the story to the children's everyday lives. The example for distancing questions is as follows:

> T: How many cats do you have, Adam?
>
> Ss: Banyak
>
> T: How many? One, two, three, four…
>
> Ss: Nine
>
> T: Nine? Wowww.. Hafizh, do you have any cat?
>
> Ss: No
>
> T: Besides cat, do you have any animals in your house?
>
> Ss: Fish
>
> T: Haikal, do you have any cat? How many?

(Excerpt 8, Transcript 1, Meeting 1)
To sum up Meeting 1, the teacher implemented dialogic book reading in three parts, i.e. 'Introducing the Book', 'Reading the Book' and 'Closing the Book'. In each part, the teacher employed different strategies, which mainly referred to the PEER strategies.

3.1.2   Meeting 2

The teacher basically implemented the same procedures as Meeting 1. However, in Meeting 2, she was observed to use more code switching, so the dialogic reading session was done more in the bilingual context.

3.1.2.1   Introducing the Book

The teacher started by introducing the book. This time, instead of directly introducing the book just like what she did previously, the teacher did a small talk with the children, asking about topics relevant to their lives in order to get the children hooked to the reading context.

   Afterwards, the teacher prompted the children to try to read the title of the book together, as follows:

> T: we're going to talk about this story book, walking…
>
> Ss: walking through the jungle

T: Bacanya walking through the jungle ya, walaupun tulisannya 'through', bacanya tetap through

T&Ss: walking through the jungle

(Excerpt 9, Transcript 2, Meeting 2)
Moreover, she also asked the children to read the author's name, as follows.

T: So, who is the writer? Can you see?

Ss : Julie Lacome

T : Julie Lacome, good.

(Excerpt 10, Transcript 2, Meeting 2)
Then, the teacher asked questions to build children's interest, as shown below:

T: … So, when we are talking about jungle-kalau kita bicara tentang jungle-jungle apa itu tadi?

S: hutan

T: what we are talking about? Kalau kita mau bicara tentang hutan, kira-kira kita mau bicara tentang apa?

(Excerpt 11, Transcript 2, Meeting 2)
After a series of questions, the teacher started reading the book.

3.1.2.2   Reading the Book

The procedure of this part was the same as the previous meeting. The teacher also made use of the PEER strategies. However, she was observed to give more prompts as well as using bilingual instructions, as shown below.

T: berjalan, makanya kalau dilihat di gambarnya dia lagi berjalan. (Reading) walking through the jungle. What do you see? Can you hear a noise? This one..what is the noise? Ssshhhh..

Kemaren, kalau bunyinya ssshhhh, what could it be?

S: snake

T: It could be a snake, mungkin apa lagi? Kalau suaranya ssshhh, what do you see? Emang ada yang bisa dilihat? Nggak ada kan? What do you see?

Ss: Nggak ada

T: No, you only see a boy, but not the animals, right? So, can you hear a noise?

Ss: Yes, ssshhh

T: Okay, good, what could it be? Kira-kira binatangnya?

Ss: snake

T: Okay, Habibi bilangnya ini snake, yang lain?

(Excerpt 12, Transcript 2, Meeting 2)

The excerpt shows an episode of the teacher making use of different strategies in one stretch of dialogic reading with the children. The PEER strategy could be found in this instance.

3.1.2.3 Closing the Book

A bit different from Meeting 1, in this meeting, the teacher tried to close the book by recalling and also asked general knowledge questions to the children, as shown below:

> T: …The next one is, okay, do you know, we are walking, we are creeping, we are swinging, we are leaping, and the last one tadi apa? We are..
>
> Ss: wading
>
> T: we are wading through the jungle, and we found.. we found..
>
> Ss: snake, tiger, elephant, lion, monkey
>
> T: and..
>
> Ss: crocodile
>
> T: crocodile, good. Looking for his tea, and we hope the tea is not..
>
> Ss: me
>
> T: it is not us. Kita selalu berharap kalau kita bukanlah makanannya. And my next question is after you see this book, besides snake, lion, elephant, monkey, do you know the other names of wild animals?

(Excerpt 13, Transcript 2, Meeting 1)

To sum up the implementation of Dialogic Reading in Meeting 2, the teacher seemed to provide more prompts to the children and using more bilingual instructions. She also modified the way she introduced and closed the book.

3.1.3 Meeting 3

In Meeting 3, the teacher followed the same procedures as Meetings 1 and 2. Similar to what she did in Meeting 2, the teacher was observed to do the reading bilingually and give more prompts.

3.1.3.1 Introducing the Book

Before introducing the title and the author of the book, the teacher asked introductory questions to the children. She asked them to recall the previous meeting with another teacher, as seen in the following excerpt. The question that she asked was related to the theme of the story they would read together.

> T: Last Tuesday, with Mr. T, what were you talking about?
>
> Ss: Julie Lacome
>
> T: No no, with Mr. T, we are talking about..
>
> Ss: Fruits
>
> T: okay, good. Fruits-nya apa aja?
>
> S1: Apples
>
> S2: Banana

S3: Watermelon

S4: Durian

T: Apples, banana, watermelon, durian

Ss: grapes

Ss: cherry

T: grapes, cherry, kalau nanas apa?

Ss:pineapple

T: pineapple

Ss: starfruit

(Excerpt 14, Transcript 3, Meeting 3)
Afterwards, the teacher introduced the title of the book and the author to the children. She also followed up by asking questions to hook the children's interest, as follows:

T: today we are going to talk about apples. Kalau ada judul lagu All About That Bass, then, this one is All About Apples. It is written by Vanja, tulisannya Vanja tapi dibacanya Vanya. Once again, the title is All About Apples and it is written by Vanja. Can you guess, what is it?

Ss: Apple

(Excerpt 15, Transcript 3, Meeting 3)
In Meeting 3, the introduction part was slightly longer than the previous two meetings. The children seemed to be familiar with the procedures already and they were ready to read the book together.

3.1.3.2   Reading the Book

In Meeting 3, the reading session seemed to be longer than the previous two meetings. There was longer interaction observed between the teacher and the children during the dialogic reading activity, therefore the teacher was also found to employ more various strategies. One instance of a dialogic reading interaction in Meeting 3 is illustrated below:

T: boys? Okay, so let's see the next page. Hedgie hog is a hedgehog. And he gets no rest. Okay, Hedgie hog.. So, his name is Hedgie Hog.. Namanya Hedgie Hog, and he is a hedgehog. Do you know 'hedgehog'?

S1: Mmmm

S2: Landak

T: Yes, that's good. We have Sonic right? Sonic, the hedgehog. Jadi, hedgehog itu artinya landak. Ini yang tadi di depan gambarnya, ini adalah landak, tapi nama landaknya adalah..

S1: hedgehog

S2: Hedgie hog

T: Hedgie Hog, namanya adalah hedgie hog. Hedgehog itu adalah landak, namanya si landak itu adalah Hedgie hog. (reading) and he gets no rest. rest apa?

S1: cape'

> S2: mmmm
>
> T: rest? kalau cape' harus apa..? If you are tired then you need to get rest.
>
> Ss: istirahat
>
> T: Istirahat, good. So, ini Hedgie katanya, hedgie ini landak, landaknya nda' pernah istirahat. coba liat gambarnya..what is this?

(Excerpt 16, Transcript 3, Meeting 3)

From the excerpt, it could be seen that in one stretch of interaction, there were different strategies, especially prompting, used by the teacher. The strategies were delivered in both English (the target language/ L2 being learned) and Bahasa Indonesia (the mother tongue/ L1).

3.1.3.3 *Closing the Book*

The teacher closed the book by asking distancing questions. The example of this can be seen below:

> T: … now, I want you to answer what is the characteristic of an apple- apa ciri-cirinya apple?
>
> Ss: warnanya merah
>
> T: what is it in English?
>
> Ss: The colour is red
>
> T: Its colour is red
>
> Ss: banyak ulatnya
>
> T: sometimes, there is a worm in it. So, usually the colour of an apple is red, tapi ada kan apple yang warnanya hijau?
>
> Ss: Yes
>
> T: Now, can you imagine a watermelon?
>
> Ss: ahh..warnanya hijau
>
> T: say it in English
>
> Ss: the colour is green
>
> T: Good, now, I want you to think of one fruit together with its characteristic, jangan disebut nama buahnya.

(Excerpt 17, Transcript 3, Meeting 3)

Moreover, she also created a kind of guessing game related to the theme of storybook they had just finished reading.

To conclude, in Meeting 3, both the teacher and the children seemed to be familiar with the procedure of dialogic reading activity already, therefore the session was more interactive- with more strategies applied by the teacher and responses given by the children.

3.2 Potential LearningContexts

Previous studies have indicated that book reading activities are related to children's vocabulary development and grammar learning. De Temple & Snow (2003) stated that book reading activities can provide a context where rare and complicated words can be introduced and explained to children with the support of pictures and texts. In addition, Zevenbergen & Whitehurst (2003) and Ping (2014) argued from their studies that dialogic book reading contributed to children's vocabulary gain and learning. This could be found in this study as well, where some examples of potential vocabulary learning were observed, as follows:

> T: snake, good. Go to the next page. (Reading) Creeping through the jungle. Creep, do you know 'creep'? ((showing by using body movement))
>
> S: merayap, seperti..
>
> T: ya, good, seperti itulah.

(Excerpt 18, Transcript 2, Meeting 2)
The instance shown above illustrates how the teacher introduced a new word to the children by using her body movement. The children could get the meaning correctly in their first language, i.e. Bahasa Indonesia.

Another example of vocabulary learning could be seen below.

> T: Good, so, what do you think Hedgie is doing?
>
> S: Mmmm
>
> T: Apa tuh mengangkat bahasa Inggris-nya?
>
> S1: push
>
> S2: push itu dorong bah
>
> T: lifting..so, what is Hedgie doing?
>
> S: lifting...
>
> T: Hedgie is..
>
> S: Hedgie is lifting..

(Excerpt 19, Transcript 3, Meeting 3)
In the example above, there was also an instance of peer correction. This is in line with what Ping (2014) previously found in her study of immigrant children learning German as a Second Language through dialogic reading.

Furthermore, concerning grammar learning, dialogic book reading activity could also bring a potential context. Valdez- Menchaca & Whitehurst (1992) in their study indicated that children involved in dialogic reading programmes excelled in terms of sentence complexity and variety in their use of nouns and verbs. Ping (2014) found some similar situations in which grammatical aspects were introduced by the teachers to the children during dialogic reading activities that she observed. In this current study, an instance of grammar learning can be seen as follows:

> S1: It is skin yellow
>
> T: Its skin is…
>
> S1: Its skin is yellow

(Excerpt 20, Transcript 2, Meeting 2)

The instance above indicates how the child learned to make a grammatically correct simple sentence after getting the evaluation/ corrective feedback from the teacher. Another example of grammar learning context is illustrated below:

> T: Hedgie is..
>
> Ss: Hedgie is lifting..
>
> T: Hedgie is lifting.. how many apples?
>
> Ss: two
>
> T: So, how is the complete sentence? Hedgie..
>
> Ss: Hedgie is..
>
> T: Hedgie is..
>
> Ss: Hedgie is lifting two apples
>
> T: Good, Hedgie is lifting two apples

(Excerpt 21, Transcript 3, Meeting 3)

From the excerpt, it could be seen that the children were prompted to make a complete sentence and they could do it correctly.

To sum up, the strategies and interaction during dialogic reading could provide potential learning contexts for children, both for vocabulary and grammar, as illustrated by the examples quoted in this part. This finding is in line with the findings of previous studies, with only some minor specific differences due to the different linguistic contexts.

4   CONCLUSIONS AND SUGGESTIONS

The findings of this study showed the potentials of implementing dialogic book reading in the Indonesian EYL context. Dialogic book reading principally focuses on the dialog/ interaction between adult and child, in which the child should be supported to take a more active role as a storyteller (Whitehurst, 1992; Zevenbergen & Whitehurst, 2003). Particularly, this study indicated that the implementation of dialogic reading was possible to be done in a small group context and the teacher's instructional strategies- which included prompting, evaluating, expanding and repeating, could be a facilitating context for children's learning of vocabulary and grammar.

Therefore, these findings further implies that the teachers of EYL classes in Indonesia can consider implementing this dialogic reading activity as one of the alternative learning processes they can offer to the children. However, the teachers need to be trained first as dialogic reading itself has particular strategies and procedures that should be followed carefully in order to optimise the implementation.

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THE EFFECT OF USING CLOZE PASSAGE TECHNIQUE TOWARD STUDENTS' READING COMPREHENTION ON NARRATIVE TEXT AT THE SECOND YEAR OF SMAN 1 RAMBAH HILIR

Dian Sukma

diansukma14685@gmail.com

Universitas of PasirPangaraian
Rokan Hulu, Riau Province, Indonesia

Abstract

The purpose of this research was to find out students' reading comprehension on narrative text by using cloze passage technique andwithout using cloze passage technique at the second year students of SMAN1 RambahHilir. The sample of this research consisted of 48 second-year social education students in SMAN 1 Rambah Hilir during 2014 – 2015 academic years. The instrument of this research was reading test. The method used in this research wasquasi-experimental research that was pre-test and post-test non-equivalent control group design. Quasi-experimental designs have experiment group and control group. The researcher assigned groups the experimental and control treatments. In this research, there were two variables. The first was independent variable symbolized by "X" and the second was dependent variable symbolized by "Y". The use of cloze passage technique was as X variable and students' comprehension on narrative text was Y variable.In conducting the research, there were two classes involve. The first wasexperimental class and the second was control class. The design of this reseach was pre-test – post test non equivalent control group. The data obtained with instruments were evaluated using descriptive statistics and t-test. The result indicated that there was significant effect of using cloze passage technique toward students' reading comprehension on narrative text. Furthermore, based on the finding from the observation, the students were more easy to understand the reading on narrative text. It showed improvement from the score of t-test. The total score of t-test was 3.371. Based on t-table, 2.00 <3.371 > 2.65. Therefore, it could be concluded that there was a significant effect of using cloze passage technique toward students reading comprehension on narrative text at the second year of SMAN 1 RambahHilir.

Keywords: Reading Comprehension, Cloze Passage Technique, Narrative Text.

1 INTRODUCTION

Further, in English Curriculum, Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan, KTSP) of Senior High School level states that there are four language skills that should be achieved in learning process namely, listening, speaking,

reading and writing. Reading is one of the four skills that must bemastered. It is stated that the students are intended to comprehend the text. In grade tenth of Senior High School, the several kinds of text genre are reports, narrative, analytical expositions.

Reading comprehension centers on the ability to derive meaning from what is read. Without comprehension, a student does not really read. It is the teacher's responsibility to help the students to comprehend the text. Teacher needs to assess students' reading needs. Teacher should design and redesign courses in order to make an interesting learning process for students.

Through reading the readers will know about the text, get main idea of the text or get the point of the reading materials. Westwood (2001:10) states that "readers must use information already to acquired to filter, interpret, organise, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

The main purpose of reading is comprehension. Reading comprehension is an

attempt to understand, evaluate, and also recognize the author's ideas of reading text. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. According to Snow (2002:11) reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Comprehension is an active process. It is expected to be actively engages with the text to construct meaning. Kendeou, et al (2007:28) states that a general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about.

Reading comprehension is the process of constructing meaning from text. Martin (1991: 7) states that reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique." It means that in order to success in reading comprehension, the reader needs to motivate him/herself to be more concentrate in reading, try to form mental frame works for holding ideas, and the reader must have a good technique in reading.

Reading is one of the language skills that must be master by English learners. Some of the students had lack of vocabulary; furthermore reading is an activity with a purpose. The goal of any reading activity is to get factual information of the text. The students at SMAN 1 RambahHilir were lack ofvocabulary it is make the students difficult to understand the story of narrative text.

Based on the problem above, cloze passage is the way out for this problem. Byusing cloze passage technique, the students' can stop reading word by word and guess or even skip words they did not know. Therefore, the researcher was interested in investigating this problem by conducting a research entitled: The Effect of Using Cloze Passage Technique toward Students' Reading Comprehension on Narrative Text of the Second Year of SMAN 1 RambahHilir.

2 METHOD

The method used in this research wasquasi-experimental research that was pre-test and post-test non-equivalent control group design. Quasi-experimental designs had experiment group and control group. The researcher assigned groups the experimental and control treatments. There were 2 classes consisted ofXI/A social as an experimental

class and XI/B social as a control class. The sample of the research was 48 students; 24 students for experimental class and also 24 students for control class.

There were two variables. The first was independent variable symbolized by "X" and the second was dependent variable symbolized by "Y". The use of cloze passage technique was as X variable and students' comprehension on narrative text as Y variable.The research design can be seen in the following table:

Table 1. Quasi-Experimental Designs

Group	Pre-Test	Treatment	Post-Test
A (XI Social 1)	T1	√	T2
B (XI Social 2)	T1	X	T2

The table was employ to see whether or not there was a difference between the mean score of both experiment and control class. The t-obtained value was consult with the value of t-table by using degree of freedom.

Ha is accepted if to > t-table or there is an effect of using Cloze Passage Technique toward reading comprehension on narrative text. While, Ho is accepted if to > t-table or there is no effect of using Cloze Passage Technique toward reading comprehension on narrative text.

In analyzing the data, the writer used score of experimental class and control class. The technique of data analysis used in this research was T-test formula.

3   FINDINGS AND DISCUSSION

The purpose of the research was to obtain the students' reading comprehension on narrative text taught by using Cloze Passage Technique and taught by using conventional, and also to know the significant effect of using Cloze Passage Technique toward reading comprehension of narrative text at the second year of SMAN 1 Rambah Hilir.

The researcher did try out to one of the second year classes in order to prove whether the test were valid and reliable or not before taking the data, included pre-test to experimental class to the XI/A, and control class to the XI/B.

The data of this research got from the score of students' experimental and control classes. The test was composed of 20 items. The final score was analyzed by using the following formula: According to Anas Sudijono (2008:32)

$$FinalScore = \frac{TotalCorrectAnswer}{TotalQuestioner} \times 100$$

The difficulty level of an item shows how easy or difficult a particular item was in a test. The items that do not reach the standard level of difficulty were excluding from the test and they were changed with new items that were appropriate.

The standard level of difficulty used was < 0.30 and > 0.70. It means that an item was accepted if the level of difficulty was between 0.30-0.70 and it was rejected if the level of difficulty was less than 0.30 (the item is too difficult) and over than 0.70 (the item was too easy). The proportion of correct was represented by "p", whereas the proportion of incorrect was represented by "q".

Table 2.The Students Identify Generic Structures of Narrative Text

Variable	Identifying generic structures of the text				N
Item no	2	7	12	17	
Correct	13	12	14	13	
P=$\frac{B}{JS}$	0.65	0.60	0.70	0.65	20
Q=1,00 – P	0.35	0.40	0.30	0.30	

The table 2 above shows the portion of correct answer. For item number 2 shows the proportion of correct 0.65, item number 7 shows the proportion of correct 0.60, item number 12 shows the proportion of correct 0.70, item number 17 shows the proportion of correct 0.65. Based on the standard level of difficulty "p" < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item for identifying generic structure of narrative text were accepted.

Table 3.The Students Identify the Language Features of Narrative Text

Variable	The identify language feature				N
Item no	4	9	14	19	
Correct	13	12	13	12	
P =$\frac{B}{JS}$	0.65	0.60	0.65	0.60	20
Q = 1,00 – P	0.35	0.40	0.35	0.40	

The table 3 above shows the portion of correct answer. For item number 4 shows the proportion of correct 0.65, item number 9 shows the proportion of correct 0.60, item number 14 shows the proportion of correct 0.65, item number 19 shows the proportion of correct 0.60. Based on the standard level of difficulty "p" < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item for identifying the language features of narrative text were accepted.

Table 4. The Students' analyze the meaning of certain words on narrative text

Variable	Analyzing the meaning of certain words of the text				N
Item no	5	10	15	20	
Correct	13	14	14	13	
P =$\frac{B}{JS}$	0.65	0.70	0.70	0.65	20
Q = 1,00 – P	0.35	0.30	0.30	0.35	

The table 4 above shows the portion of correct answer. For item number 5 shows the proportion of correct 0.65, item number 10 shows the proportion of correct 0.65, item number 14 shows the proportion of correct 0.70, item number 20 shows the proportion of correct 0.65. Based on the standard level of difficulty "p" < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item for analyzing of certain words of narrative text were accepted.

3.1 Students' Reading Comprehension on Narrative Text before being Taught by Using Cloze Passage Technique for Experimental Class and Conventional for Control Class

The data of the students' reading comprehension on narrative text before being taught by using cloze passage technique got from pre test of experimental class and the data of the students' reading comprehension on narrative text before being taught by using conventional were gotten from pre-test of control class that both of class consists of 24 students. Furthermore, the frequency score of pre-test in experimental class and pre-test in control class can be seen as follows:

Table 5. The Distribution of Frequency of Students' Pre-Test Score in Experimental Class

No	Score	Frequency	Persent	Valid Percent	Cimulative Percent
1	45	2	8.3	8.3	8.3
2	50	8	33.3	33.3	41.7
3	55	5	20.8	20.8	62.5
4	60	2	8.3	8.3	70.8
5	65	4	16.7	16.7	87.5
6	70	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Based on the table 5, it could be seen that there were 2 students who obtained 45 and 60 (8.3%), 8 students who obtained 50 (33.3%), 5 students who obtained 55 (20.8%), 4 students who obtained 65 (16.7%), and 3 students who obtained 70 (12.5%). So, it coulde be conlcude the highest frequency was 8 at the score of 50.

Table 6. The Distribution of Frequency of Students' Pre-Test Score in Control Class

No	Score	Frequency	Persent	Valid Percent	Cimulative Percent
1	50	3	12.5	12.5	12.5
2	55	7	29.2	29.2	41.7
3	60	9	37.5	37.5	79.2
4	65	1	4.2	4.2	83.3
5	70	2	8.3	8.3	91.7
6	75	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based on the table 6, it could be seen that there were 3 students who obtained 50 (12.5%), 7 students who obtained 55 (29.2%), 9 students who obtained 60 (37.5%), 1 student who obtained 65 (4.2%), and 2 students who obtained 70 and 75 (8.3%). Likewise, it could be seen that the total number of the students was 24 students. The highest score was 75 and the lowest score was 50. The highest frequency was 9 at the score of 60.

3.2 The Effect of Using Cloze Passage Technique towards Reading Comprehension on Narrative Text

There were 20 items of reading comprehension on narrative text test given to the students in this research. The data of pre-test and post-test score in experimental class got from pre-test and post-test score of XI/A as experimental class. The data of pre-test and post-test score in control class got from pre-test and post-test score of XI/B as control class that both classes consists of 24 students. The data description of students' score in pre-test and post-test in experimental and control class can be seen from the following table:

Table 7. The Distribution of Frequency of Students' Post Test Score in Experimental Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	65	1	2.1	4.2	4.2
2	70	5	10.4	20.8	25.0
3	75	3	6.2	12.5	37.5
4	80	6	12.5	25.5	62.5
5	85	7	14.6	29.2	91.7
6	90	2	4.2	8.3	100.0
	Total	24	50.0	100.0	

Based on the table 7, it could be seen that there were 1 student who obtained 65 (2. 1%), 5 students who obtained 70 (10.4%), 3 students who obtained 75 (6. 2%), 6 students who obtained 80 (12.5%), 7 students who obtained 85 (14.6%), and 2 students who obtained 90 (4. 2%). Furthermore, the highest frequency was 7 at the score of 85.

Table 8 The Distribution of Frequency of Students' Post Test Score in Control Class

No	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	60	1	4.2	4.2	4.2
2	65	1	4.2	4.2	8.3
3	70	12	50.0	50.0	58.3
4	75	6	25.0	25.0	83.3
5	80	2	8.3	8.3	91.7
6	85	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based on the table 8, it could be seen that there were 1 student who obtained 60 and 65 (4.2%), 12 students who obtained 70 (50.0%), 6 students who obtained 75 (25.0%), and 2 students who obtained 80 and 85 (8.3%). In addition, it could be seen that the total number of the students was 24 students. The highest score was 85 and the lowest score was 60. The highest frequency was 12 at the score of 70.

4   HYPOTHESIS TESTING

4.1   The data analysis of Students' Reading Comprehension on Narrative Text before being Taught by Using Cloze Passage Technique for Experimental Class and conventional for Control Class

The data of the students' pre-test score in experimental class were obtained from the result of their reading comprehension on narrative text before being taught by using Cloze Passage Technique and the data of the students' pre-test score in control class from reading comprehension on narrative text before being taught by using conventional. It could be seen from the independent samples t-test that was obtained by using SPSS 16.0 in the following table:

Table 9. The Differences between Students' Pre-test Score in Experimental and Control Class

		N	Mean	Std. Deviation	Std. Error Mean
pre_exp pre_cont	**1**	24	56.46	8.005	1.634
	2	24	59.58	7.058	1.441

From table 9 it can be seen that the mean of pre-test in the experimental class was 56.46 and the standard deviation of pre-test in the experimental class was 8.005. The mean of pre-test in the control class was 59.58 and the standard deviation of pre-test in the experimental class was 7.058. So, the mean and the standard deviation of pre-test score in the control and experimental class were significantly different.

Table 10. Independent Sample Test of Pre Test in Experimental Class and Control Class

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**	**Lower**	**Upper**
pre_cont Equal variances assumed	1.916	.173	-1.434	46	.158	-3.125	2.179	-7.510	1.260
Equal variances not assumed			-1.434	45.290	.158	-3.125	2.179	-7.512	1.262

From the table of independent samples test showed that the t-test result was -1.434, df was 46, significant was 0.173, mean difference was -3.125, standard error was 2.79, lower difference interval was 7.510, and upper difference interval was1.260. There were two ways that can be done in interpreting t_o. They were:

By comparing t_o (t-obtained) to ttable from df = 46, it was found that the level significance of 5% was 2.01 and the level significance of 1% was 2.68. If t_o (t-obtained) > t table, it means that null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. Meanwhile, if t_o (t-obtained) < t table, it means that alternative hypothesis (H_a) was rejected and null hypothesis (H_o) was accepted

By orientating number of significance. If probability >0.05, null hypothesis (H_o) was rejected. If probability <0.05 alternative hypothesis (H_a) was accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that t_o higher than t table. The finding of t_o -1.434 while the level significance of 5% was 2.01 and the level significance of 1% was 2.68. It could be read that **2.00<-1.434>2.65**. Thus, the writer can conclude that H_a was rejected and H_o was accepted. In other words, there was no significant difference between pre-test in experimental class before being taught by using Cloze Passage Technique and pre-test in control class before being conventional.

4.2   The Data Analysis of the Effect of Using Cloze Passage towards Students' Reading Comprehension on Narrative Text of the Second Year Students at SMPN 1 Rambah Hilir

To find out the significant effect of using Cloze Passage toward reading comprehension, the writer showed the paired samples statistics from the pre-test and post-test score in experimental class. The data were taken by using SPSS 16.0 that could be seen from the table below:

Table 11
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**pre_exp**	56.46	24	8.005	1.634
	post_exp	78.96	24	7.068	1.443

Based on the table above, the total students from each class were 24 students in the control class. The mean of pre-test in experimental class was 56.46 and the mean of post-test in experimental class was 78.96. The standard deviation of pre-test in experimental class was 8.005 and the standard deviation of post-test in experimental class was 7.068. Then, the standard error mean from pre-test in experimental class was 1.634 and the standard error mean from post-test in experimental class was 1.443.

Table 12
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	**pre_exp & post_exp**	24	.816	.000

Based on the table above, the total students from each class were 24 students. The correlation between pre-test and post-test in experimental class was 0.816 and the significant was 0.000. There were two ways that can be done in interpreting sig. They were:

By orientating number of significance. If $\alpha = 0.05 \leq$ Sig., null hypothesis (H_o) was accepted and alternative hypothesis (H_a) was rejected.

If $\alpha = 0.05 \geq$ Sig. thus null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that Sig. higher than $\alpha = 0.05$. The finding of Sig. was 0.00. It can be read that **0.05 ≥ 0.00**. Thus, the writer can conclude that H_a was accepted and H_o was rejected. In other words, there was significant effect of using Cloze Passage Technique toward reading comprehension on narrative text of the second year students at SMAN 1 Rambah Hilir.

Table 13
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pre_exp - post_exp	-22.500	4.663	.952	-24.469	-20.531	-23.641	23	.000

From the table of paired samples test showed that the mean was 22.500, standard deviation was 4.663 standard error mean was 0.952, lower difference interval was 24.469, and upper difference interval was 20.531, t-test result was 23.641, df was 23, and significant was 0.000.. There were two ways that can be done in interpreting t_o. They were:

By comparing t_o (t-obtained) to ttable from df = 23, it was found that the level significance of 5% was 2.06 and the level significance of 1% was 2.80. If t_o (t-obtained) > t table, it means that null hypothesis (H$_o$) was rejected and alternative hypothesis (H$_a$) was accepted. Meanwhile, if t_o (t-obtained) < t table, it means that alternative hypothesis was (H$_a$) was rejected and null hypothesis (H$_o$) was accepted.

By orientating number of significance. If probability >0.05, null hypothesis (H$_o$) was rejected. If probability <0.05 alternative hypothesis (H$_a$) was accepted.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that t_o higher than t table. While the level significance of 5% was 2.06 and the level significance of 1% was 2.80. It could be read that **2.06 <23.641>2.80**. Thus, the writer can conclude that H$_a$ was accepted and H$_o$ was rejected. In other words, there was significant difference of using Cloze Passage Technique toward reading comprehension on narrative text of the second year students at SMAN 1 Rambah Hilir.

Based on the explanation above, the writer concluded that the writer could answer the question of formulation of problem:

Therewas a significant difference of result between students' reading comprehension on narrative text before being taught by using Cloze Passage Technique for experimental class and conventional for control class of the second year students at SMAN 1 Rambah Hilir

Therewas a significant effect of using Cloze Passage Technique towards reading comprehension on narrative text of the second year students at SMAN 1 Rambah Hilir

5   CONCLUSIONS

Based on the data analysis explained at the chapter IV, finally, the research aboutThe Effect of Using Cloze Passage Technique toward Students' Reading Comprehension on

Narrative Text at the Second Year of, it can be concluded that: There is no significant difference between pre-test in experimental class before being taught by using Cloze Passage technique and pre-test in control class before being taught conventional. Moreover, there was significant effect of using Cloze Passage Technique toward reading comprehension on narrative text of the second year students at SMAN 1 RambahHilir.

5.1 Suggestions

This research hoped can give contribution in conducting the research especially about reading comprehension. It is expected that the findings will be used as starting points to conduct another research. There are many other techniques to make teaching and learning process more effective.

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FROM LETTERS TO LIFE: CREATING PHONICS-BASED GAMES FOR YOUNG LEARNERS

Ade Rivky Hanif

aderivky@semartians.co.id

PT Semartians Indonesia

Rukan Grand Puri Niaga Blok K6 2P, Jakarta Barat 11610 - Indonesia

ABSTRACT

As one of the reading and writing method, phonics allows learners to blend the sound-spelling patterns and synchronizes the spoken and written components within words. In general, this method starts from introducing uppercase and lowercase letters to comprehending fiction and informational text books. English is such a complex language with an alphabetic writing system not easy to learn. It requires particular knowledge compared, for example, to studying sight words. The task to make kids able to read is in turn somewhat a heavy challenge to do. As the end goal of all reading instruction is reading comprehension – the ability to make meaning from print (Threlkeld and Nathan, 2012), children struggle to decode letters, words, sentences even stories. Such difficulties will repeat when learners are consistently put in discouraging and boring environment. Therefore, phonics educators must possess better solution how to teach reading and writing. Not only do they need to create a systematic approach to deliver phonics materials to children, but they also should apply an engaging classroom environment in order to maintain students' interest. The choice for student to enjoy games when learning phonics ought to be at their disposal. Games help to create a context in which children's attention is focused on the completion of a task without necessarily realizing that language items are being practised (Toth, 1995). It also can build learners' character with patient repetition, cheers of approval for all progress, and building of self-esteem are part of the language-growth process (Claire, 1998).

Keywords: Phonics-based games, young learners

1   INTRODUCTION

When it comes to reading activity, both teachers and students will most likely get blocked by the word: reluctant. This particular skill is one of the least preferred language areas as it requires hard work to understand a range of letters, words and texts. For young learners (YL) aged 4-10 years old, going through learning phonics-based reading program is not an easy task. Beside being aware of name and shape, they would also need to know the sound of the alphabets. The work will not stop there. Once they recognize letters, they must go further to achieve meaning from simple sentence to whole text, informational or fictional.

For that reason, this seemingly tedious reading assessment YL must undergo should be combined with something that attracts students to learn it whole-heartedly.

Reading comprehension teachers must innovate their teaching method so YL, with their enormous energy and curiosity, would feel that they are extensively accommodated. Then the effort among educators to create games for phonics-based English learning program is critical. Games help and encourage learners sustain their interest and work. It is apparent then that teacher's duty is to connect the lesson with students' life through games, so it is more a matter of experiencing reading instead of only studying it. This paper tries to provide both conceptual and practical guide. With 12 games available, I would like to supply phonics educators with options of fun-filled activities that can engage and sustain students' focus so they are ready for the lesson.

First of all, we will see suggested levelling in reading comprehension from early to high stage. Then we can read about philosophical aspect behind the games in general. After that we will go deeper to guidelines as key features explored in the game. Principles and things to notice come next. After that is list of games with review questions, game cycle and key factors comes later. Conclusions wrap up this writing at the end of paper.

2   SUGGESTED LEVELING IN READING COMPREHENSION

This leveling is arranged from commonly the easiest to the most difficult reading skill:

(a)   Uppercase letters
(b)   Lowercase letters
(c)   CVC words (consonant and short vowel sounds)
(d)   CVCe words (long vowel and silent e rules)
(e)   Consonant blends
(f)   Consonant digraphs
(g)   R-controlled vowels
(h)   Letter combination endings and alternate sound of c and g
(i)   Complex vowels (digraphs and diphthongs)
(j)   Compound words, suffixes and prefixes
(k)   Contractions and possessives
(l)   Text comprehension

3   PHILOSOPHY

The keys to perfectly ENGAGE the students in the game are:

1.   *Explain* the game
     To get the clear idea, YL need the teacher to give them detailed explanation. Provide complete steps from the first until the last part of the game then they would feel more confident.
2.   *Provide thorough example*
     Show the students how they play it. Ask students together when giving example so there is a sense of involvement. Do not worry if they still don't understand how they play it even after you have shown the example, especially if they play it for the first time.
3.   *Do not hesitate to exaggerate*
     YL love to have silly and goofy teacher. We can act like one when you show them the example of the game. By seeing so, YL will be motivated and excited even before the game is started.

4   GUIDELINES

Guidelines provided here explore the necessary content of phonics games:

1. Name of the game
2. Description of the game
3. Game type: It's about the way YL do the game, such as collecting, grouping, assembling, connecting, moving, choosing, discriminating, drawing, ordering, guessing, corresponding, remembering, collecting information, passing down information, gap-filling, completing, etc.
4. Classroom organization: IW (individual work), PW (pair work), GW (group work), CW (class work).
5. Group age: As the games are intended for YL aged 4-10 years old, they are divided into three groups: 4-6, 6-8 and 8-10 years old.
6. Interaction: teacher to students (T-S) or students to students (S-S).
7. Literacy level: It covers concept of reading comprehension skill, such as early literacy (uppercase letters and lowercase letters), middle literacy (CVC words, CVCe words, consonant blends, consonant digraphs, r-controlled vowels, letter combination endings, alternate sounds, complex vowels, compound words, suffixes, prefixes, contractions, possessives), and high literacy (text comprehension)
8. Time: <5min, 5-10min, 10-15min, 15-20min, >20min.
9. Language area: Writing, reading, speaking and reading.
10. Skill spotlight: This part specifies physical, cognitive and mental exploration of YL.
11. Movement level: The rate of how low/high the game produces movement from lowest (*) to highest (****).
12. Material: The rate of how low/high the game needs material from least (*) to most (****).
13. Time to prepare: The rate of how low/high time is needed to prepare the game from lowest (*) to highest (****).
14. Items needed: The materials required for the game, for example word cards/prompts, glue tack, cello tape, double tape, cardboard, carton, origami paper, scissors, cutter, glue, paper clip, question list, worksheet paper, blank paper, paper roll, bottle, glass, etc.
15. Procedure: the suggested stage of the game from the first until the last
16. Hints: Useful clues for teachers when applying the game to be smooth & successful.

5   PRINCIPLES AND THINGS TO NOTICE

5.1   Play to feel excited, not to win or lose

This is the most important of all. In every game, there is always an element of competition. But what is stronger and more fundamental than that is the element of excitement. As competition can be either stimulating or even destructing (by having a winning group booing the losers at the end of the game, for instance), a good teacher always tries to put the objective of the game back on track, which is to feel excited and engaged and avoid such discouraging thing to occur.

5.2 Mix the strong with weak students

It is the teacher's job to ensure equal strength of the team. This mixing strategy is also useful to show to students that we possess the control of the class by deciding which student put together with which student and not letting them choose their teammates.

5.3 Practice reading aloud when game finished

To create a strong context of phonics games among learners, ask them to pronounce the letter sound or words or even sentences after the game. It's a kind of cool way of drilling instead doing it in lesson. It also facilitates us to check the progress of the students.

5.4 Be fair

When we feel that the sense of competition is getting 'hot', we must be strict in deciding who the winner is. Always pay attention on details, especially who answers first. However, remember not to excessively congratulate the winner and, then, discouraging the loser.

5.5 The better we prepare, the more exciting it is

Every game needs perfect preparation, even though, for some teachers, it is only a game. But when we prepare it at your best, then we can really enjoy the best delivery of it for YL as well. As a result, we can see their radiant, smiling face showing that they are ready for the lesson after 'recharged'.

5.6 Always have the spare of example

When we want to show the example, it is recommended not take it from the game supply as YL would use it and remember the answer. Besides, they will make comment that we don't have enough supply to play.

5.7 Always have back up plan

We never know what would happen on that day of teaching. We might have prepared the new game, but we forget to bring it and left it at home. So we should always have plan B by having extra game.

5.8 Do it with purpose

We must admit that sometimes we deliver game only to kill the time and, therefore, provide the game that is absolutely has no relation with the lesson. When it's about reading comprehension, the game content is also about reading comprehension. Keep focus with the main language point, then we can have result among learners as we have expected.

5.9 The more often you do the game, the snappier you deliver it

It also means that the more often you do the game, the more you experience it and the less you feel nervous and find problems.

5.10 Optimize and utilize all students' senses

Each student has his/her own learning style, like visual, auditory or kinesthetic. Some YL like doing the game by themselves, others prefers group work. Accommodate all of learning preferences at your best so YL would feel appreciated by various games you create.

5.11 One game constitutes multiple levels and other dimensions

In this case, flexibility applies. When you have played one particular game for one particular level and group age, for example, try to use it for another level and group age. It's pretty much like a template that can be used for more than one certain level.

5.12 Rotate game regularly

We must be aware of students' interest and mood on a particular game. Remember, even the most exciting game can be a source of boredom if you play it too often and do not provide enough alternatives for the class.

5.13 DIY (Do-It-Yourself)

Try our best to create pictures even at its simplest. We'll get used to making it and we'll reach better skill with that.
A game in the game

It's a bit unbelievable, but if we try to produce new game after we finish a game, we'll find ourselves a very capable and resourceful educator and reach a high sense of satisfaction. It does take a creativity to create many games from one source and we save a lot of time with that.

6 LIST OF GAMES

Some of the games listed here are my own inventions, others are common ones. This set of phonics-based games comprises letter-sound recognition and text comprehension feature, since reading process involve decoding and comprehension. This game platform is extended from Wright (2006) and Palim and Power (1996). As described earlier in suggested leveling in reading comprehension, the games listed here are divided into early, middle and high literacy skill:

Early literacy skill games (uppercase & lowercase letters)

1. LETTER COLLECTOR		"Ss run and collect letters T asks"	
Game type	Collecting and discriminating		
Classroom organization	PW/GW	**Group age**	4-6 year old
Interaction	T-S	**Literacy level**	Uppercase/lowercase letters A-Z or a-z (letter shape awareness)
Time	5-10 min	**Language area**	Reading and listening
Skill spotlight	Shape and visual discrimination, gross motor, concept development		
Movement level	****		
Material	****		
Time to prepare	***		
Items needed	A4 papers/prompts, 4 sets of letter flashcards (2 sets for each group), question list		
Procedure	• T puts Ss in pairs/groups		

	• T puts sets of letter flashcards and spread them on table in front of pairs/groups • T explains the name, objective and rules of the game to Ss • T gives example with student how to play it • T shows and says the letters in A4 papers Ss need to collect from flashcards set • T asks Ss to run and collect the correct letter T asks and give it to the teacher immediately once they take it; • T asks each member of pairs/groups to come forward each turn • T writes down the score for the pairs/groups on whiteboard • The pair/group collecting and giving the correct letter first wins the game
Hints	❖ *Be wise with the number of letters you play that day; do not give too much letters to play as it would be confusing for such young learners (YL) aged 4 to 6* ❖ *To promote better engagement, ask Ss to help you arrange flashcards*

2. ALPHABET PUZZLE		"Ss put pictures of letters together cut in paper pieces"
Game type	Assembling and connecting	
Classroom organization	PW/GW	**Group age**	4-6 year old
Interaction	T-S	**Literacy level**	Uppercase/lowercase letters A-Z or a-z (letter shape awareness)
Time	10-15 min	**Language area**	Reading
Skill spotlight	Shape and visual discrimination, soft motor, problem solving		
Movement level	**		
Material	****		
Time to prepare	****		
Items needed	Sets of 6-8 A4 letter paper puzzle cut in 8 pieces, a set of letter pictures		
Procedure	• T puts Ss in pairs/groups • T puts sets of 6-8 A4 letter paper puzzle cut in 8 pieces on the floor • T explains the name, objective and rules of the game to Ss • T gives example with student how to play it • T shows letter pictures to the Ss to help them imagine the correct shape or picture and ask them to assemble the picture from the letter paper puzzle on the floor until it forms the correct letter picture • T asks each member of pairs/groups to come forward each turn • T writes down the score for the pairs/groups on whiteboard		

	• The pair/group assembling the letter paper puzzle the most wins
Hints	❖ *Ss may find it hard to do this game for the first time, so get ready for their confusion and continuously assist them* ❖ *Let the letter paper puzzle kept assembled so it helps Ss get the correct idea of how they should do it for the next turn*

3. SOUND SLAP		"Ss hit the letters which T pronounces their sounds "	
Game type	Moving and choosing		
Classroom organization	PW/GW	**Group age**	4-6 year old
Interaction	T-S	**Literacy level**	Uppercase/lowercase letters A-Z or a-z (letter sound recognition)
Time	10-15 min	**Language area**	Listening and reading
Skill spotlight	Letter sound recognition, gross motor, tactile stimulation		
Movement level	***		
Material	**		
Time to prepare	**		
Items needed	A4 letter papers, glue tack, 2 fly-swats, question list		
Procedure	• T puts Ss in pairs/groups • T sticks A4 letter cards on whiteboard & wall • T explains the name, objective and rules of the game to Ss • T gives example with student how to play it • T says the sound of the letters and ask Ss to slap or hit the word cards stuck on whiteboard & wall with fly-swat • T asks each member of pairs/groups to come forward each turn • T writes down the score for the pairs/groups on whiteboard • The pair/group slapping the most correct letters wins		
Hints	❖ *We can use colorful A4 papers for the game and draw face-like style on the letters* ❖ *T should say the letter sound slowly, carefully and loud enough for YL to hear as most of them are probably still in learning process*		

4. LETTER TILE	"Ss step and jump on the letters T arranges on the floor"		
Game type	Moving and choosing		
Classroom organization	IW	**Group age**	4-6 year old
Interaction	T-S	**Literacy level**	Uppercase/lowercase letters A-Z or a-z (letter sound recognition)
Time	10-15 min	**Language area**	Listening and reading
Skill spotlight	Letter sound recognition, gross motor, eye-foot coordination		
Movement level	***		
Material	**		
Time to prepare	**		
Items needed	A4 letter papers, glue tack, question list		
Procedure	- T puts Ss individually, forming a single file - T sticks A4 letter cards on the floor - T explains the name, objective and rules of the game to Ss - T gives example with student how to play it - T says the sound or name of the letters and ask Ss to jump on the correct letter - T continues to the next students - T writes down the score for the pairs/groups on whiteboard - The student stepping the most correct letters wins		
Hints	❖ *T can change the order of the letter for two until three times to inject more excitement* ❖ *Make sure the range among letters is not too close or too far to make students easy to jump* ❖ *Since it's an individual game and for early group of YL, T should alter the rewarding system by giving out stickers with the equal numbers instead of scoring them as they are still sensitive with different rewarding and recognition*		

Middle literacy skill games (word building)

5. SPIN THE BOTTLE	"Ss answers the questions after the bottle stops spinning with its cap pointing at certain paper"		
Game type	Connecting		
Classroom organization	PW/GW	**Group age**	6-8 year old
Interaction	T-S	**Literacy level**	CVC words
Time	10-15 min	**Language area**	Reading and speaking

Skill spotlight	Word building in consonant and short vowel, picture-word correspondence
Movement level	**
Material	***
Time to prepare	**
Items needed	Plastic/glass bottle (heavy enough to spin), A4 picture cards/prompts of CVC word objects (e.g. can, cat, pan, fin, pig, het, jet, pen, etc.), question list
Procedure	- T puts Ss in pairs/groups - T spreads the A4 picture cards/prompts formed in circle face down on the floor - T puts the bottle in the middle of the cards/prompts circle - T explains the name, objective & rules of the game to Ss - T gives example with student how to play it - T starts spinning the bottle - T takes the cards/prompts where the bottle cap points to & ask Ss the name of the picture - T writes down the score for the pairs/groups on whiteboard - The pair/group answering the most wins
Hints	❖ *Find pictures of CVC words object easy enough for Ss to guess* ❖ *To enhance more engagement, ask Ss to spin the bottle*

6. WIN, LOSE OR DRAW		"Ss draws out picture as the clue so the rest of the group can guess it"	
Game type	Drawing and guessing		
Classroom organization	PW/GW	**Group age**	6-8 year old
Interaction	T-S	**Literacy level**	CVCe words (silent *e* rule)
Time	15-20 min	**Language area**	Speaking
Skill spotlight	Word building in long vowel, pictorial skill, creative expression		
Movement level	*		
Material	**		
Time to prepare	**		
Items needed	Names of CVCe objects in small papers (e.g. cake, cane, lane, maze, bike, fire, cone, cute, etc.), question list, enough markers for Ss, whiteboard		
Procedure	- T puts Ss in pairs/groups - T explains the name, objective & rules of the game to Ss - T gives example with student how to play it - T tells Ss that they cannot draw numbers, words or sentences & it's okay to draw signs; in addition, they cannot say		

	anything and move their lips to their pair/group as the effort to cheat • T asks Ss to start drawing & can help them get the idea by giving clue they have to guess beforehand • T writes down the score for the pairs/groups on whiteboard • The pair/group answering the drawing the most wins
Hints	❖ *Make sure to have pictures of CVCe word object that is easy enough for Ss to draw* ❖ *Tell Ss not to block the view of the drawing they make so their friends can guess it*

7. SNAKE AND LADDER	"Ss move their counters to go up and down from number to number on the snake body with dice"		
Game type	Corresponding		
Classroom organization	PW/GW	**Group age**	6-8 year old
Interaction	T-S	**Literacy level**	Consonant blends
Time	15-20 min	**Language area**	Speaking & reading
Skill spotlight	Word building with consonant blends, picture-word correspondence		
Movement level	*		
Material	***		
Time to prepare	***		
Items needed	An A1-sized snake and ladder game board with pictures of consonant blends (e.g. crab, flap, frog, stop, belt, wind, sky, etc), dice, counters		
Procedure	• T puts Ss in pairs/groups • T puts and opens the game board on the floor • T explains the name, objective & rules of the game to Ss • T gives example with student how to play it • T throws the dice and look at which number it shows and moves the counter • If the counter lands on certain picture, ask Ss to say its name; the turn is given to the next player • If the counter lands on number with ladder, it can go up; however, if it lands on number with snake, it must go down • The pair/group reaching the head of the snake the first wins		
Hints	❖ *Choose hard material for the game board, for example carton* ❖ *Make some funny faces on the number so that Ss will enjoy game better*		

8. **MEMORY GAME**	"Ss try to remember set of pictures T shows"		
Game type	Remembering		
Classroom organization	PW/GW	**Group age**	6-8 year old
Interaction	T-S	**Literacy level**	Consonant digraphs
Time	10-15 min	**Language area**	Writing & reading
Skill spotlight	Word building in consonant digraphs, visual memory		
Movement level	*		
Material	****		
Time to prepare	****		
Items needed	Set of A4 papers with 4-8 pictures of consonant digraphs (e.g. dish, shop, bench, chop, bath, math, whale, ditch, badge, judge, etc), pen, blank paper		
Procedure	• T puts Ss in pairs/groups • T explains the name, objective & rules of the game to Ss • T gives example with student how to play it • T shows the pictures to Ss for 10-15 seconds • T asks Ss to remember the pictures and write it on a piece of paper in 15-20 seconds • T does the next turn • The pair/group able to remember and write the most correct answer wins		
Hints	❖ *Avoid asking Ss write the answer on whiteboard; weak Ss would cheat to strong ones* ❖ *Adjust the time allocated; if 10-15 seconds is too short, you can extend, yet if it's too long you can make it quicker*		

High literacy skill games (text comprehension)

9. **SCAVENGER HUNT**	"Ss find information in text scattered outside the class"		
Game type	Collecting information		
Classroom organization	PW/GW	**Group age**	8-10 year old
Interaction	T-S	**Literacy level**	Text comprehension
Time	15-20 min	**Language area**	Writing & reading
Skill spotlight	Text comprehension (fictional or academic), writing competency		
Movement level	****		
Material	***		

Time to prepare	***
Items needed	Copies of separated text in A4 paper (butterflies have a life cycle, each wheel goes in a circle, once upon a time you were a baby, you will grow up to be an adult, etc.), glue tack/cello tape, pen, blank paper
Procedure	• T puts Ss in pairs/groups • Before that, T sticks separated text in A4 paper outside the class • T explains the name, objective & rules of the game to Ss • T gives example with student how to play it • T shows example of text they must find and tell them exactly where they must go and rewrite the text on their paper • Tell Ss to correctly writes the information; wrong written words won't get mark • T starts to send Ss outside • When all groups are finished, T collects the paper and ask Ss do peer-checking guided by T • The pair/group writing the most correct text wins
Hints	❖ *Get ready for adding time as Ss might get to the wrong floor or place or even misled by themselves in finding information* ❖ *T should go outside the class to see and make sure whether or not Ss follow instruction of the game correctly*

10.CHINESE WHISPERS	"Ss whispers the text to their friends and writes it on a piece of paper or whisper the answer to the T"		
Game type	Passing down information		
Classroom organization	PW/GW	**Group age**	8-10 year old
Interaction	T-S	**Literacy level**	Text comprehension
Time	15-20 min	**Language area**	Writing, speaking, listening & reading
Skill spotlight	Text comprehension (fictional or academic), auditorial & written memory		
Movement level	**		
Material	**		
Time to prepare	**		
Items needed	Sentences in small paper (the car had four candy wheels, Susan and her cat couldn't see very far, I saw some cows at the farm, etc.) pen, blank paper		
Procedure	• T puts Ss in pairs/groups, forming files • T explains the name, objective & rules of the game to Ss • T gives example with student how to play it • T asks each member of the pairs/groups to come forward • T shows the sentence and they must whisper it to the group		

	• The last S in the group writes or whisper the answer to the T • The pair/group with the most correct sentence whispered wins
Hints	❖ *Remind the Ss to lower down the voice as they must whisper* ❖ *Pay attention to weak Ss in listening skill and tell the rest of the group to help him/her instead of blaming whenever he/she makes mistake*

11. COFFEE STAIN	"Ss work together with their pair to complete missing word from text by asking each other"		
Game type	Gap-filling/completing		
Classroom organization	PW	**Group age**	8-10 year old
Interaction	S-S	**Literacy level**	Text comprehension
Time	10-15 min	**Language area**	Writing, speaking, listening & reading
Skill spotlight	Text comprehension (fictional or academic), auditorial & verbal competency		
Movement level	*		
Material	**		
Time to prepare	**		
Items needed	Two different sets of sentences with missing words inside (magnets can do strange things, magnets can stick to each other, they make iron and steel objects like paperclips stick to them, etc), pen		
Procedure	• T puts Ss in pairs, two rows sitting back to back • T explains the name, objective & rules of the game to Ss • T gives example with student how to play it • T gives the paper with the sentence to Ss; each member of pair will receive different set of sentence put in, for example, paper for student A and student B • T tells Ss to ask their pair the missing words in their sentences; when student A finishes asking student B, it's time for student B to ask student A • The pair with the most correct sentence completion wins		
Hints	❖ *Remind the Ss that they can neither see their friend nor show the paper they have as the effort to cheat* ❖ *Give some space among pairs to create sense of comfort since they would say the words out loud or even little shout when they exchange information*		

12. SENTENCE ALOUD	"Ss chooses the words T says in a full text"	
Game type	Selecting	
Classroom organization	PW/GW	**Group age**	8-10 year old
Interaction	T-S	**Literacy level**	Text comprehension
Time	10-15 min	**Language area**	Listening & reading
Skill spotlight	Text comprehension (fictional or academic), auditorial stimulation, vocabulary awareness	
Movement level	**	
Material	***	
Time to prepare	**	
Items needed	Two sets of word cards taken from a fictional or academic text (you keep moving in almost the same way a car keeps running, both you and the car use forces – pushes and pulls – to move, and these forces have to come from something, it's energy that provides the power which makes you work, etc)	
Procedure	• T puts Ss in pairs/group • T explains the name, objective & rules of the game to Ss • T gives example with student how to play it • T gives the word cards to Ss; they distribute the cards evenly to everyone in the pair/group • T tells them to pay attention to him/her reading a text • When Ss hear any word said by T loudly, they must take that word cards with them and immediately give it to T • T writes down the score for the pairs/groups on whiteboard • The pair with the most correct words given wins	
Hints	❖ *To make our scoring job easier, use different color of paper or mark the paper so that we can know which paper from which pair/ group* ❖ *Produce some distracting words for the game so as to make the game more interesting*	

7   REVIEW QUESTIONS, GAME CYCLE AND KEY FACTORS

After trying the games, teachers should have these following questions to evaluate and reflect how effective the games are for the enhancement of young learners' literacy skill.

- (a)   How important are games for you? What for?
- (b)   What is your favorite game? Why?
- (c)   List down more games.
- (d)   What games suitable for your students?
- (e)   Which are the most effective games in boosting up students' confidence?
- (f)   Which are the most effective games in bridging and preparing students' mental to lesson phase?

Chart 1
TEACHER'S CYCLE IN GAME CREATION

NOTE: This cycle explains in what way teachers should have experience when they create phonics-based game for their students. When teachers deliver games, they will find problems, challenge, even questions from YL. The findings might be as follows: YL still can't understand the instruction, the grouping system is not exciting at all, there are additional items needed, YL absolutely reject such game or even we need to extend the time. All of these would bring us to think over whether or not we have given the right kind of game for phonics learners.

We may think we have the best, the most perfect game ever, but not with the students. Prepare with some rejection, and moreover, be wise with disagreement. It's time to create or improve our game. Then we can try to deliver it again with better adjustment and higher expected outcome. It keeps cycling that way because there has always been different technique for different class and different age group when it comes to teaching and learning reading.

Chart 2
KEY FACTORS IN TEACHER'S CAPACITY

NOTE: In this key factor, I try to analyze teacher's capacity, including their character related to phonics-based game creation. Some of us still wonder what makes an excellent teacher. There are three key factors: experience, knowledge, and creativity. Experience clearly dwells the most bottom pyramid I'm making as it surely happens in teachers' life. The longer we teach the more experience you gain. What's better than that is knowledge. A teacher with adequate phonics knowledge would be able to educate his/her students in a better way.

The highest, however, is the capacity in creativity, beating down experience and knowledge. Teachers with excellent skill representing their creativity will try their best to manipulate or modify any lesson material that tends to be boring to be delivered in fun-filled games. Bear in mind that creativity is not always something instills or inherited; it can be learned or nurtured. If, let's say, we don't have drawing skill to create games, we can make a very simple set of stick figures. Yet they have to realize their potential in creativity in setting all games. Therefore, it takes willingness to make it happen. As long as there is no willingness, initiative or care in educators' heart and mind, there won't be any games made, no matter how creative they are.

If we check the pyramid, the more it goes up, the smaller it is. It means the fewer teachers have that capacity, the less and less teachers owns creativity. When they successfully create a series of engaging games for students for a certain period of time in their career, teachers also successfully create heart bond between them and students. Then such dedicated teachers will be remembered and admired for the rest of their life. It's only the best teachers who can achieve that high summit.

8 CONCLUSIONS

Students as quick, enthusiastic, rowdy, and tactile as YL need devoted educators that cater for everything they need for the success of learning such tough part like phonics. Their short attention span will put teachers in frustrating situation. Games, therefore, are as important as the lesson itself. It is not a sin for teachers to set the time of playing significantly longer than the time of lesson, meaning to combine warmer and filler

altogether. Such decision is taken if they believe that games are central to whole learning process.

Games do not just kill or pass the time, but also give opportunity to YL to be the actors of the language, not just viewers or spectators of the language. Shaping self-esteem among YL in the game session will have a significant contribution for their focus while they must learn a set of particular skill in phonics. Repeating lesson is boring for most YL, but who can resist games?

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AUTHENTIC ASSESSMENT ON TEACHING WRITING

Satyawati Surya
suryasatyawati@yahoo.com

English Department of FKIP, Mulawarman University
Kampus Pahlawan Jl. Harmonika No.1 Samarinda

Abstract

In this article, the writer concerns on using authentic assessment to measure students' English writing competence since writing course to be the subject of her teaching at the University of Mulawarman. Without any purposes, she usually applies this assessment for measuring her students' writing ability and achievement. Then she realizes that the use of this assessment is a demand of teaching today. Actually, the writer intends to share her experience on using authentic assessment by describing on what and how to apply the assessment. It will provide valuable contribution for teachers and lecturers on how to link between teaching instruction and authentic assessment. It also assists the students to show their best performance and use the opportunity to expose their competence during the activities in the classroom since the performance is measured on the process of learning. In order to focus her concern in this study, the writer formulates her problems of the study as the following: 1) what kinds of authentic assessment are used to teach Writing II course for the second semester students of English Department of Mulawarman University in academic year 2014/2015? And 2) how to utilize the authentic assessment to measure students' writing English competence of the second semester students of English Department of Mulawarman University in academic year 2014/2015? Authentic assessment presented here includes performance assessment, portfolios, and student self-assessment. The writer also presents two important components in the authentic assessment of writing, that is, the nature of the task and the scoring criteria. This study used descriptive research design which took place in English Department of Mulawarman University. The subjects are the second semester students of English Department.

Key words: Test, Assessment, and Evaluation; Authentic Assessment, and Writing Assessment

1 INTRODUCTION

Over the past decade there is a change on delegating assessment or evaluation to measure students' ability and achievement during one term of education. Teachers used to utilize evaluation to measure students' ability or achievement after a period of learning. This evaluation is usually conducted after they accomplish one topic or several topics of teaching materials. The evaluation is used to measure students' product of learning after a period of time. However, the educators and teachers have thought and considered the other way of delegating the evaluation which is more effective and dependable to

measure students' ability and achievement. They move toward authentic assessment. This alternative assessment is utilized to figure out the ability and achievement of students on the process of learning.

Authentic assessment is measuring ongoing process of learning which enables the teachers to observe students' performance and improvement at the time of teaching. According to O'Malley and Pierce (1996) the use of authentic assessment provides students with varied opportunities to demonstrate what they know and can do. In addition, authentic assessment techniques enable students to become more effective in assessing and conveying their knowledge, skill, and strategies. They are facilitated to demonstrate their knowledge and skill in variety of ways which enable them to communicate successfully with their teacher.

Actually, authentic assessment is the alternative to traditional forms of assessment in education. As Stiggins (1991) states " Alternative assessment consists of any method of finding out what a student knows or can do …, and is an alternative to traditional forms of testing." In fact, teacher instructional planning concerns on complex and varied goals which are difficult to assess. Authentic assessment can assess students' ability and achievement, which is consistent with teaching instruction and curriculum because it is conducted during teaching and learning process, applies higher thinking skill, and concerns on complex and varied goals.

In order to assessing students' English language learning, educators identify appropriate procedures to assess the knowledge and ability of English language learning students. The assessment should be valid with the teaching instruction and curriculum. As Cummins (1984) explains that the failure of assessment and instruction to interact effectively is most evident when inappropriate assessment approaches lead to inaccurate identification, improper program placements, inadequate monitoring of student progress, and the long-term failure of instruction. Conversely, appropriate assessment has the potential to ensure that these students are on course to becoming literate and able to participants in English language classroom settings.

As stated previously, authentic assessment is appropriate to assess how students convey their knowledge and communicate using the language the students learn. Actually, authentic assessment can be utilized to measure both oral and written form of communication produced by the students to show their competence. In this study, the writer concerns on using authentic assessment to measure students' English writing competence since writing course to be the subject of her teaching at the University of Mulawarman. Then she realizes that the use of this assessment is a demand of teaching today.

In this study, the writer intends to share her experience on using authentic assessment by describing on what and how to apply the assessment. It will provide valuable contribution for teachers and lecturers on how to link between teaching instruction and authentic assessment. It also assists the students to show their best performance and use the opportunity to expose their competence during the activities in the classroom since the performance is measured on the process of learning. In order to focus her concern in this study, the writer formulates her problems of the study as the following:

(a)   What kinds of authentic assessment are used to teach Writing II course for the second semester students of English Department of Mulawarman University in academic year 2014/2015?

(b)   How to utilize the authentic assessment to measure students' writing English competence of the second semester students of English Department of Mulawarman University in academic year 2014/2015?

2   LITERATURE REVIEW

The following is the review of some literatures which are related to the focus of the study in order to assist the writer to describe the phenomenon. They also strengthen and support the writer to answer the research problems which need the contribution of the previous concepts/theories. The literature review includes: The concept of authentic assessment, and the concept of writing assessment.

2.1   The Concept of Authentic Assessment

Concerning on the most important focus in this study, the concept of authentic assessment is necessary to be defined and explained clearly in order to have appropriate understanding about this term. O'Malley and Pierce (1996) explain that assessment is authentic when it is corresponds to and mirrors good classroom instruction. It also authentic when the results can be used to improve instruction based on accurate knowledge of student progress. Authentic implies that tasks used in assessment are valued in the real world by students.

Furthermore, Stiggins (1991) declares that alternative assessment consists of any method of finding out what a student knows or can do that is intended to show growth and inform instruction, and is an alternative to traditional forms of testing, namely multiple-choice tests. Then, O'Malley and Pierce (1996) use the term authentic assessment to describe multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities.

In addition, O'Malley and Pierce (1996) provide the examples of authentic assessment which includes performance assessment, portfolios, and student self-assessment. Performance Assessment consists of any form of assessment in which the student constructs a response orally or in writing (Feuer and Fulton, 1993; Herman, Aschbacher, and Winters, 1992). Further, Herman, Aschbacher, and Winters (1992) declare that performance assessment requires students to accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems. Students may be called to use materials or perform hands-on activities in reaching solutions to problems, such as, oral reports, writing samples, individual and group project, exhibitions, and demonstrations.

On the other hand, portfolio assessment is a systematic collection of student work that it is analyzed to show progress over time with regard to instructional objectives (Valencia, 1991). Examples of portfolio entries include writing samples, reading logs, drawings, audio or videotapes, and/or teacher and student comments on progress made by the student. One of defining features of portfolio assessment is the involvement of students in selecting samples of their own work to show growth of learning over time.

Next, student self-assessment is a key element in authentic assessment and in self-regulated learning, the motivated and strategic efforts of students to accomplish specific purposes. Self assessment promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitude toward learning. In becoming self-regulated learners, students control over their learning, collaborate with other students in exchanging idea and monitor their own performance and evaluate their progress and accomplishments (Psaris and Ayers, 1994).

In order to understand the application of authentic assessment in classroom activities, Feurer and Fulton (1993) declare numerous types of authentic assessment used in classrooms today, for examples: oral interview, story or text retelling, writing samples, projects/exhibitions, experiments/demonstrations, constructed-response items, teacher observations, and portfolios. While self-assessment should be involved in all the types of assessment identified.

2.2   The Concept of Writing Assessment.

Writing is a productive skill in learning English language. To decide whether the students have mastery on this skill, the instrument to assess writing is necessary. Writing assessment is different from other English skill since it is a subjective form of evaluation, therefore, the scoring rubric which consists of the criteria of good writing is needed. While doing writing, students express their ideas and information on particular topic by telling something, explaining, describing, providing argument, reasons, and examples. The student's ability to express the ideas in the form of writing and fulfill the criteria of good writing determines his/her mastery on learning the language.

There are three types of rating scales generally used in scoring writing, that is, holistic, primary trait, and analytic scoring (Cohen, 1994; Herman, Aschbacher, and Winters, 1992; Perkins, 1983). Holistic scoring uses a variety of criteria to produce a single score. The specific criteria selected depend on local instructional programs and language arts objectives. The rationale of using a holistic scoring system is that the total quality of written text is more than the sum of its components. Writing is viewed as an integrated whole. The example of holistic scoring rubric developed by ESL teachers can be seen on appendix 1.

Moreover, primary trait of scoring focuses on whether or not each paper shows evidence of the particular trait or features you wants students to demonstrate in writing. The trait could be a language-based feature emphasizing any one or more of the criteria for holistic scoring indicated above, such as Idea Development/Organization or Sentence Fluency/Structure. The advantage of this approach is in focusing on specific aspects of instruction that most reflect the objectives being covered when the writing assignment is given. The scoring could be based on a content-based feature, such as accurate content or use of concepts in the subject area.

Analytic scoring, on the other hand, separates the features of a composition into components that are each scored separately and given weights to reflect their importance in instruction. The table which shows an example of an analytic scoring rubric used for state wide assessment in Virginia which is adapted from Self (n.d) can be seen on appendix 2.

3   RESEARCH DESIGN (METHOD)

This study applied descriptive qualitative research design in presenting the phenomenon. Ary, Jacobs, and Razavieh (2002: 425) state that the qualitative inquirer deals with data that are in the form of words, rather than numbers and statistics. The data collected are the subjects' experiences and perspectives; the qualitative researcher attempts to arrive at a rich description of the people, objects, events, places, conversation, and so on.

Since the focus of the study is on authentic assessment on teaching writing, the use of authentic assessment for teaching writing is described in terms of the kinds of assessment, the procedures how to apply or utilize them, and the scoring rubric used. The description made is in the form of an essay starting from the beginning of utilizing the authentic assessment in the process of teaching instruction until it is finished which is signaled by final evaluation at the end of the semester. Such kind of study is classified as qualitative research since it deals with data that are in the form of words, rather than numbers and statistics. After the data are collected, they are described in order to provide information and knowledge.

In analyzing the data the researcher followed Miles and Huberman theory in analyzing qualitative data. Miles and Huberman (1994:10) proposed a flow model. The basic principles of the model are that analysis is conducted from the data collection, reduction, data display, and conclusion drawing/verification. Actually, the data collected were in the forms of students' writing results and the authentic assessments applied. The writer who is the instrument of the study analyzed and classified the data on what kinds of authentic assessments and gave description on how to apply them on the process of teaching. Finally, she made conclusion to answer the research problems stated at the beginning of the study.

4   RESEARCH FINDINGS AND DISCUSSION

In the process of teaching and learning activities, the writer always gave tasks. They were related to the topics and teaching learning objectives. All the tasks given were assessed using authentic assessment. The following table shows the tasks and the authentic assessment used.

Topic	Tasks	Description of the Procedures	Authentic Assessments	Scoring Ruibric
Introduction to good writing and course outline	Students are asked to write their planning how to improve their writing skill	The lecturer explains about the criteria of good writing and Writing 2 course outline. Next, she asked the students to write about their planning. This prompt has a purpose to get the students ready to follow the lecturing. The students then evaluate their learning improvement by giving ticks on the choices whether they will have done the activities or not	Self-assessment (students monitor their own performance and evaluate their progress and accomplishments) and the documents are placed as portfolio	No scoring
Topic sentence and controlling idea	Students are asked to write good topic sentences	The lecturer explains about how to make good topic sentence by limiting the focus using controlling idea. Next, she asked the students to make topic sentences on the provided paragraphs. After that, they make their own topic sentences based on the topic given. Finally,	Self-assessment	Primary trait (scoring focuses on whether or not each paper shows evidence of the particular trait or feature you wants students to

		they are asked to write down their tasks on the board. The lecturer, together with the class, evaluates the answers.		demonstrate in writing)
Supporting sentences and concluding sentence	Students are asked to identify topic sentence, major and minor supporting sentences, and concluding sentence in a paragraph. Next, they write a paragraph by putting the elements of the paragraph they learned	The lecturer explains about major and minor supporting sentences and concluding sentence. Then, she gives tasks to identify the elements of the paragraph and write a paragraph based on the topic given. She evaluates the students' writing results based on the elements existed in the paragraphs)	performance assessment (it requires students to accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems) and the documents are placed as portfolio	Holistic scoring (it uses a variety of criteria to produce a single score. The specific criteria selected depend on local instructional programs and language arts objectives.)
Unity and coherence	The students are asked to identify unity and coherence paragraph. Then, they are asked to write unity and coherence paragraph.	The lecturer explains about unity and coherence. Then she gives prompts to identify whether the paragraph is unity and coherence or not. After that she gives tasks to make a paragraph by applying unity and coherence aspects of writing. Finally, she asked the other students to evaluate the students' writing results together with the lecturer.	performance assessment and portfolio	Holistic scoring
Title	The students are asked to apply techniques of titling	The lecturer explains about how to entitle by applying techniques of titling. The students together with the lecturer evaluate the results.	Self-assessment	No scoring
Quiz	The students are	The lecturer gives the	performance	Holistic

	asked to do a test which consists of five items. Overall, the students are asked to write a good paragraph by applying all the elements of writing.	test which evaluate students' knowledge and performance of writing. She evaluates the results.	assessment and portfolio	scoring
Paragraph writing in narrative	Students are asked to write narrative writing	The lecturer explains about narrative writing. Then, she gives prompts to make narrative paragraph. Finally, both the students themselves and their peers evaluate the writing results.	Self-assessment, performance assessment, and portfolio	Both holistic scoring and analytic scoring
Paragraph writing in descriptive	Students are asked to write descriptive writing	The lecturer explains about descriptive writing. Then, she gives prompts to make descriptive paragraph. Finally, the students delegate an exhibition of their writing results and their peers evaluate the results.	performance assessment and portfolio	Analytic scoring (it separates the features of a composition into components that are each scored separately and given weights to reflect their importance in instruction).
Expository paragraph	Students are asked to write expository paragraph	The lecturer explains about expository paragraph. Then, she asks each student to write an expository paragraph. After that, the students should present their writing results orally. The other students evaluate the results.	performance assessment and portfolio	Holistic scoring
Mechanical aspects of writing	Students are asked to do exercises on mechanical	The lecturer explains about mechanical aspects of writing.	Self-assessment) and the documents are	Primary trait

	aspects of writing	Then, she asks each student to do some exercises	placed as portfolio	
Final Examination	The students do the test and final project, they are also asked to submit the portfolio they have collected as the activities during the semester. The lecturer evaluated all the documents.	The lecturer gives the test, final project and evaluates all the documents including the test results, final projects, and portfolio.	All authentic assessments are used	All scoring rubrics are used

Based on the table stated previously, the writer used authentic assessment to assess students' writing results. The authentic assessments applied were performance assessment, portfolio, and self-assessment. While the scoring rubrics used were holistic scoring, primary trait and analytic scoring. The choice on both assessment and scoring rubric was agreed with the topic of each teaching-learning instruction.

When the teaching instruction was focused on introduction to good writing and course outline, the lecturer introduced self-assessment and portfolio with intention that the individual student could monitor their activities and make evaluation by himself/herself. Also at the second meeting, the students did self-assessment and used primary trait for scoring. The primary trait was used since particular trait or feature the lecturer wanted students to demonstrate in writing. It was fitted with the topic, that is, topic sentence and controlling idea.

However, at the third meeting with the topic supporting sentences and concluding sentence, the performance instrument was introduced because the students had learned all the elements of a paragraph. It means performance assessment is more suitable since the task asked students to accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills. All the writing results were collected as portfolio. Holistic scoring was used to produce a single score since the specific criteria selected depend on local instructional programs and language arts objectives, that is, the students are expected to be able to write a paragraph by applying good topic sentence, enough supporting sentences, and concluding sentence. The rationale of using a holistic scoring system is that the total quality of written text is more than the sum of its components. Writing is viewed as an integrated whole.

At the fourth meeting, the students identified a paragraph whether it was unity or not, followed by making paragraphs applying unity and coherence aspects of writing. Again, the performance assessment and portfolio were utilized as having the same reason as the third meeting. However, the other students did the assessment by using holistic scoring. The lecturer introduced and explained how to do assessment to the class before they had done assessment. Holistic Scoring was chosen because it was the first time the lecturer asked the students did the assessment. It is simpler than analytic score since writing is viewed as an integrated whole.

When the students learned how to entitle at the fifth meeting, the lecturer together with the students did the evaluation while they were learning to ensure that they understand the techniques and styles to entitle. The students themselves did self assessment whether they understand about the topic or not. Actually, there was no scoring of this activity.

Then at the sixth meeting, it was continued by having quiz for assessing students' writing achievement during midterm semester. The test consisted of questions and assignments to do about the students' cognitive knowledge of the topics and how to apply the knowledge into practice. The lecturer evaluated the results.

At the seventh meeting, the lecturer explained about narrative writing. Then, she gave prompts to make narrative paragraph. Finally, both the students themselves and their peers evaluated the writing results by using self assessment, performance assessment, and portfolio. While each student assessed his/her self assessment, he/she used holistic scoring rubric. Otherwise, while the peers assessed the other writings, they used analytic scoring rubric. The students were explained by the lecturer about the scoring rubric before utilizing it. They practiced to evaluate the writing into components since the students had learned all the elements of a paragraph and how to make a good paragraph.

Furthermore at the eighth meeting, the students learned how to make descriptive paragraph. The lecturer explained about descriptive writing. Then, she gave prompts to make descriptive paragraph. Finally, the students delegated an exhibition of their writing results and their peers evaluated the results by using performance assessment and the results were collected in the form of portfolio. The peers applied analytic scoring as they needed to practice more to use it and the peers also needed to evaluate all aspects of writing one by one. By doing this, they would aware to produce their writing by completing all aspects needed.

At the ninth meeting, the lecturer explained about expository paragraph. Then, she asked each student to write an expository paragraph. After that, the students should present their writing results orally. The other students evaluated the results by using performance assessment and holistic scoring. Since the peers assessed both oral and writing performance, they used holistic scoring to integrate between speaking and writing performance. All the writing results and scoring were collected as portfolio.

At the tenth meeting, the topic was about mechanical aspects of writing, the lecturer explained the usage of both capitalization and punctuation rules. The students did self-assessment and primary trait. The lecturer and the students discussed the answers of the exercises together. The exercises was in the form of multiple choice, so self-assessment was considered more appropriate to check whether their understanding or knowledge on the material given was maximum. The primary trait was used since scoring focuses on whether or not each paper shows evidence of the particular trait or feature you wants students to demonstrate in writing, that is, mechanical aspects of writing.

At the eleventh meeting, the students had final examination. Besides, they had to do the test and final project, they also asked to submit the portfolio they had collected as the activities during the semester. The lecturer evaluated all the documents including the test results, final projects, and portfolio.

5   CONCLUSION AND SUGGESTION

Finally, the writer concludes that kinds of authentic assessments used to teach Writing II course are performance assessment, portfolios, and student self-assessment. Among nine topics for the course: Introduction to good writing and course outline is assessed by self-assessment and portfolio; Topic sentence and controlling idea is assessed by self-

assessment; Supporting sentences and concluding sentence is assessed by performance assessment and portfolio; Unity and coherence is assessed by performance assessment and portfolio; Title is assessed by self-assessment; Paragraph writing in narrative is assessed by self-assessment, performance assessment and portfolio; Paragraph writing in descriptive is assessed by performance assessment and portfolio; Expository paragraph is assessed by performance assessment and portfolio; Mechanical aspects of writing is assessed by self-assessment and portfolio.

The choice on authentic assessment is agreed with the topic of each teaching-learning instruction. Portfolio is utilized on almost all topics because it is a systematic collection of student work that it is analyzed to show progress over time with regard to instructional objectives. Self-assessment is utilized to assess two topics at the beginning of the course with intention that the individual student could monitor his/her activities and make evaluation by himself/herself. Also, for measuring individual knowledge on the topics of Title and Mechanical aspect of writing self-assessment is used because he/she needs to measure his/her own ability whether the knowledge taught is understood or not. The students monitor their own performance and evaluate their progress and accomplishments. Performance assessment is utilized after the students apply on both portfolio and self assessment since the topics related to how to make paragraphs with different genres: narrative, descriptive, and expository paragraph and to apply complete elements of writing: supporting and concluding sentences; unity and coherence. Performance assessment is utilized because it requires students to accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems. Actually, these topics demand the students to perform both ability and knowledge they learned. So, performance assessment is more appropriate.

Based on the description of this study, the writer suggests the lecturers and teachers to learn and apply the use of authentic assessment on teaching writing by linking between teaching instruction and authentic assessment. They need to decide which authentic assessment is appropriate for specific topic. Moreover, the students are suggested to show their best performance and use the opportunity to expose their competence during the activities in the classroom since the performance is measured on the process of learning by using authentic assessment.

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DEVELOPMENT OF INTEGRATED WRITING INSTRUCTIONAL MATERIALS (IWIM)

Ekaning Dewanti Laksmi
laksmiindonesia1@gmail.com

Universitas Negeri Malang
Jalan Semarang 5 Malang

Abstract

It has been common practice that writing is treated individually and its teaching is conducted separately from the other language skills. Learning to write this way, students are likely conditioned not to make use of their language skills synergetically. On the other hand, for students to become fully proficient in the target language, they need to successfully acquire all four language skills (Rivers, 1981). Hence, writing should be taught in cooperation with other language skills and the present academic writing course needs reorienting so as to include such an integrated writing instruction.This study was aimed at meeting the need for an integrated writing instruction which involves students reading and listening to source-texts prior to writing. To achieve this objective, this study followed the procedural research and development (R&D) design to develop instructional materials to help equip students with skills so that they can acknowledge and reformulate information from the written and oral source-texts to produce academic writing work .Through the steps in both research and development phases, including a series of evaluation and revision, a set of instructional materials for integrated writing (IWIM) has been resulted. This set of IWIM developed has answered the need for integrated writing instructional materials so that reorienting the teaching of academic writing by including integrated writing instruction can be embodied. The embodiment of integrated writing instruction will in turn satisfy the need for a writing instruction with writing being taught and developed in cooperation with other language skills as Rivers (1981) asserts.

Keywords:integrated writing,instructional materials development.

1 INTRODUCTION

Writing academic texts not only requires conscious efforts and practice in composing, developing, and analyzing ideas but also demands orchestrating numerous skills related to using source-texts. Orchestrating these skills means one has to engage in "a two-way interaction between continuously developing knowledge and continuously developing text" (Bereiter&Scardamalia, 1987). Hence, in addition to the fact that writing is basically not a naturally acquired skill, as it does not come naturally to human beings (Dobrovolsky& O'Grady, 2001), to write academic texts really demands concerted efforts.

The concerted efforts demanded of students when writing academic texts are reflected in the requirement of the students to perform an ability to acknowledge the source-texts as the source of information. Indeed, students' ability to explicitly attribute information in the written texts to input sources have been identified as an important component of academic literacy (Hinkel, 2002; Swales & Feak, 2004; Oshima& Hogue, 2005; Carkin, 2005; Hyland, 2006). However, ESL/EFL students usually have difficulty with acknowledging the source-texts because of their cultural, language, and educational background or insufficient English

proficiency (Currie, 1998; Barks & Watts, 2001; Bloch, 2001; Cumming et al., 2006; C. Thompson, 2006).

Students are also required to perform their ability to reformulate the source-texts. To reformulate the source-texts means they are not to use expressions used in the original texts without acknowledging them or else they will be regarded as having plagiarized (Bark & Watts, 2001; Bloch, 2001; Currie, 1998; Pecorari, 2001; C. Thompson, 2006). However, they are allowed to paraphrase or restate the ideas from the source materials using their own words. Indeed, paraphrasing is recommended for academic writing because direct citation does not reveal if students really understand the source-texts (Hirvela, 2004; Swales &Feak, 2004; Keck, 2006).

Yet, ESL/EFL students often replace two or three words from an original sentence and copy the rest of the sentence when they attempt to reformulate source-texts (Campbell, 1990; Hirvela, 2004; Shi, 2004; Keck, 2006). They do not paraphrase to the extent that is informed by source-texts yet remains markedly their own voice. In other words, their paraphrased texts are too similar to the source-texts. The result is then minimal paraphrasing.

An involvement of (an)other language skill(s) in writing is also considered a measure of one's readiness to use English in an academic context as indicated by the design of the integrated writing task of the TOEFL iBT, the score of which reflects the test taker's ability to produce academic writing (ETS, 2007a). In fact, before the integrated writing was launched, the TOEFL writing component contained only an independent writing task—which required test takers to write essays based on their knowledge and experience. The integrated writing task, tests a test taker's ability to write essays in English similar to those that are required of students with their academic writing. It requires a test taker to write a response essay based on an academic reading passage and a lecture on the same topic.

In line with the ideas of how writing is integrated with other language skills and reflecting on the above-mentioned problems with writing from both oral and written sources that students in general encounter, the writeris of the opinion that there is a need to include an integrated writing instruction which involves students' reading and listening to source-texts prior to writing in academic writing classe. So, for this reason, there needs to develop integrated writing instructional materials to equip students with integrated writing skills so that they can respond to oral and written language synergetically or, specifically, acknowledge and reformulate information from the written and oral source-texts. In light of the study-summary model (Sarig, 1993), students equipped with these skills will become audience-aware revisers and be able to summarize the source-texts into the reconceptualized target texts.

2   METHOD

To arrive at the end-product—a set of IWIM characterized by tasks involving students' reading and listening to source-texts prior to writing, this study follows the procedural research and development (R&D) design. The researcher is determined to follow this model of research design because this model requires recognition of a clearly articulated research-worthy problem. In regards of this requirement, the unavailability of the IWIM involving students' reading and listening to source-texts prior to writing presents a research-worthy problem applicable to this model of research design (Richey & Klein, 2007).

The procedural R & D covers a course of actions in the research phase and thedevelopment phase. It successively consists of the needs assessment, determination of the course for which the IWIM are developed, development ofinstructionalstrategies,development of IWIM draft, product evaluation, and revision.

3   FINDINGS AND DISCUSSION

The developed product of this research and development is a set of IWIM—a students' workbook, a teacher's manual, and a listening-CD, which gives the answer to the need of an integrated writing instruction.

In regards of the measure that the materials are presented functionally in a logical organized manner and the fact that instructional materials serve as a media to convey messages

by means of texts, the texts are presented functionally in the sense that they serve what they are designed for, i.e. integrated writing which involves reading source-texts prior to writing. In regards of Oxford (2001), these instructional materials have to the least shown that teaching more than one skill at a time or teaching language skills integratedly is not virtually impossible. However, it needs to be remembered that to successfully help students develop their skills, teachers need to ensure that an English-speaking environment is effectively navigated.

To accommodate this point of functionality, the students' workbook, which is developed by adapting the Dick& Carey Model of instructional design (1978), is presented in two sections. Section One was designed to equip learners with the skills necessary for integrated writing. Laying the foundation for working with the exercises in Section Two, the skills cover note taking, paraphrasing, summarizing, responding to ideas and skimming. Following the presentation of each these skills are some exercises which were designed as an immediate check of students' understanding. The exercises are to be done together under a teacher's guidance in class. Next, Section Two, consisting of seven units, presents exercises with which students are required to write argumentative essays based on information from the written sources. The rough drafts of the essays can be done outside the classroom or at home; however there should be allocated time for students to confer with the teacher and their friends for revisions. In this way, students have the chance to get appraisals from others or to evaluate how their works as seen by other people.

The next measure requires that materials are of authentic pieces of language. In regards of this point and prospective users of the IWIM being EFL learners, the materials should meet the need of the students for authentic materials, from which they learn how the language is used in the way the native speakers use it. For the purpose to present materials of authentic language, authentic texts were selected from various sources, i.e. newspaper, magazines, radio broadcasts, papers, and books.

Helping students to become critical learners is imperative in any learning context of today. To help students become critical learners, it is necessary to give them opportunities to develop critical thinking. Therefore, the materials are so selected that they help students become critical towards what happens outside themselves and so, the idea of preserving the environment or using clean energy, for example, is accommodated through relevant texts.

4 CONCLUSIONS

In summary, this set of IWIM have been considered worthy for use with students taking academic writing, i.e. *Argumentative Writing,* for some reasons. First, the content of the IWIM have been developed following the measures concerning functionality of texts, use of authentic pieces of language, attempts to help learners become critical learners, wide perspectives of life students need possess, and use of real examples to reinforce writing conventions. Second, the vocabulary and grammar have been appropriated so as to meet students' level of study. Third, the exercises and activities have been provided to accommodate the need for task-based activities, which enable students to participate in communicative tasks in English. Fourth, the context has been appropriately suited to *Argumentative Writing* course and to the need of EFL students for authentic language. Fifth, the teacher's manual has been made teacher-friendly with each tape-script of the listening texts placed right in the corresponding unit for teachers to easily handle a unit presentation and with the answer key providing guidance to help students do the exercises.

Hence, the set of IWIM developed has answered the need for integrated writing instructional materials so that reorienting the teaching of academic writing by including integrated writing instruction can be embodied. The embodiment of integrated writing instruction will in turn satisfy the need for a writing instruction with writing being taught and developed in cooperation with other skills and aspects of language as Rivers (1981) asserts.

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THE IMPACT OF ENGLISH NATIONAL EXAMINATION: A CASE STUDY OF STUDENTS' TEST ANXIETY LEVEL IN VOCATIONAL HIGH SCHOOLS

Desak Made Indah Dewanti
indahdewantii@gmail.com

Ika Kartikasari
blubizz88@gmail.com

Graduate Program in ELT, State University of Malang
Jalan Semarang 5 Malang

Abstract

National examination becomes one indicator of eight National Education Standards which aims to measure learning achievement of learners and education quality. There are several changes of government policy toward national examination from time to time. In 2015, schools are given more autonomy. The result of national examination now does not determine whether students are able to graduate or not to decrease the pressure. As stated in the policy of national examination, one of the factors which become the consideration of this change is students' test anxiety (Kemdikbud, 2015). When test anxiety is noticeably high, it may negatively affect student's ability to achieve optimum outcome of the test (Saeidi & Khaliliaqdam, 2013). This paper aims to investigate students' test anxiety level dealing with national examination in 2015, in particular the English subject by using a case study. The research of this study is conducted in five vocational high schools in Malang Regency and the samples are 50 twelve-grader students. Questionnaire developed by Suinn (1969 revised in 2002) is adapted to measure students test anxiety level with additional criteria from indicators of English national examination by BNSP. A Test Anxiety Index (TAIN) score will be calculated by summing the scores for each item of questionnaire. The result of this study will show the level of students' test anxiety toward English national examination. Gains will come in form of suggestions for Vocational High School English teacher and institutions to focus on indicators of which are considered potentially increase the anxiety level on students toward English national examination.

Keywords: English national examination, test anxiety, vocational high schools

1 INTRODUCTION

National examination becomes an indicator of the eight National Education Standards which aims to measure learning achievement of learners and national education quality. As stated in the change of Government Regulation of the Republic of Indonesia number 19 (2005) section 68, the results of national examination are used as the considerations for quality and equality of educational programs, selection of admission to higher education, and decision of giving grants to improve education quality. Thus, the management of national examination is an effort of the government to improve the quality of Indonesia's human resources.

There are several changes of government policy on national examination from time to time. National-centralized tests have been administered by the government in Indonesia since the period before 1969 with a name *Ujian Negara* or State Examination. During the period of 1972 until 1982, the autonomy was given to the schools to conduct their own *Ujian Sekolah* or School Examination. Later in 1982, the tests were conducted nationally again by the cooperation of government and schools. Initially, the tests were named EBTANAS (*Evaluasi Belajar Tahap Akhir Nasional* or National Final Evaluation of Students' Learning). The next change occurred in 2002 in which UAN (*Ujian Akhir Nasional* or *National Final Examination*) was used to replace EBTANAS. The tests have later been named UN (*Ujian Nasional* or *National Examination*) since 2005 until now. The change of test names also included changes of organizers, the passing grades, and determinant of graduation. Recently, National Examination 2015 was also conducted with several changes from the previous National Examination.

There are several reasons of the changes of National Examination in 2015. Based on the policy of national examination, the test should have motivated students to study, motivated the teachers to fulfill the competency, become national minimum competence standard, become references among provinces, united the nation, and become the indicator of education competence level between countries. However, national examination has turned into a test with numbers of negative effects namely: fraud, teaching-to-the test, students' anxiety, distress, incomplete learning, lack of standardized test, and high-stake testing. To overcome these negative influences, several changes have been made to National Examination 2015. First, National Examination is not the only standardized measurement to fix the education quality. Second, schools are given more autonomy. The result of National Examination now does not determine whether students are able to graduate or not. Furthermore, National Examination has to be taken at least one time, meaningful assessment should be improved, and learning and integrity should be promoted. These changes are expected to make National Examination 2015 successfully achieves its purposes and minimizes the negative effects which occurred in previous National Examination.

As already mentioned, one of the factors which becomes the consideration of the change of National Examination in 2015 is students' test anxiety. There are vast numbers of under-performed students at schools because of heightened test anxiety, which is defined as the "set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation" (Zeidner as cited in Rezazadeh and Tavakoli, 2009). Test anxietyis an uncomfortable emotional state in evaluation. It is a fear of not being successful in test situations and an uncanny feeling learners experience consciously or unconsciously in many situations. According to Cassady and Johnson (2001), test anxiety is composed of two dimensions, namely emotionality and worry. High levels of emotionality dimension of test anxiety are typically evident through physiological responses experienced during evaluative situations such as: increased galvanic skin response and heart rate, dizziness, nausea, or feelings of panic. On the other hand, worry is composed of individuals' cognitive reactions to evaluative situations, or internal dialogue regarding evaluative situations, in the times prior to, during, and after evaluative tasks. Individuals dealing with high levels of cognitive test anxiety have a tendency on comparing self-performance to peers, considering the consequences of failure, low levels of confidence in performance, excessive worry over evaluation, causing sorrow for their parents, feeling unprepared for tests, and loss of self-worth. These factors are mostly associated with declines in performance.

Test anxiety has direct debilitating effects on test performance. Anxiety interferes with performance in situations in which evaluative pressure leads some individuals to become overly preoccupied with the possibility of failure and concerned about possible negative outcomes. Such situations are common, for examples classroom tests and standardized achievement tests like National Examination. When test anxiety is noticeably high, it may negatively affect student's ability to achieve optimum outcome of the test (Saeidi & Khaliliaqdam, 2013).

Several educational activities are likely to increase anxiety among students (Hill & Wigfield, 1984). One example is the test with an important role in determining whether a student is promoted to a higher grade, like National Examination in Indonesia. In this kind of test, students will experience strong apprehension about evaluation, and as a result many of these students will do even less well (Hill, 1984). Moreover, the increased passing grade and greater public pressure for high levels of skill learning and achievement create a more under

pressured atmosphere. This pressure also results in more students experiencing strong debilitating anxiety. Therefore, several changes of National Examination in 2015 are facilitated to overcome the problem of test anxiety among students. Concerning the effect of test anxiety and the change of National Examination 2015, this study was conducted to investigate students' test anxiety level dealing with national examination in 2015, in particular the English subject.

2   METHOD

The participants of this study were 50 twelve-grade students from five vocational high schools in Malang Regency, namely SMK N 8 Malang, SMK N 6 Malang, SMK Arjuna, SMK Nasional, and SMK Putra Indonesia. The sampling was done by obtaining purposive sample of 10 students from each school to ensure that a wide variety of students of different ability levels from both public and private schools were involved.

The Test Anxiety Questionnaire (Suinn, 1969, revised in Summer 2002) was adapted to assess test anxiety in this study. It can be described as a 44-item, 5-point, Likert-type instrument. Students were required to read the assertions, and then check the scale number which indicated how much they are frightened when in the mentioned situation. For example, for the item: "How much are you frightened to hear the announcement of a coming test?" The student would then respond by checking either: 1=Not At All; 2=A Little; 3=A Fair Amount; 4=Much; 5=Very Much. A Test Anxiety Index (TAIN) score can be calculated by summing up the scores for each item. A score of 160 or higher indicates that the student may have a problem with test anxiety.

As the test anxiety is measured for English national examination in particular, additional items with additional criteria from indicators of English national examination by BNSP were used in this study. The questionnaire covers three English language skills (listening, reading and writing) and eight types of test which appear in National Examination. Each type of test has different numbers of items, such as:

(a)   Picture test consisting of 3 items;
(b)   Questions/statement-response test consisting of 3 items;
(c)   Short conversation consisting of 4 items;
(d)   Short talk/monolog consisting of 2 items;
(e)   Error recognition consisting of 5 items;
(f)   Reading comprehension consisting of 3 items;
(g)   Incomplete dialog consisting of 10 items; and
(h)   Cloze test consisting of 3 items.

Thus, the total items of this additional questionnaire are 33 items. The questionnaire takes the form of questions with dichotomous responses (Yes-No). Data were collected from students before the schedule of National Examination. To reveal the participants opinions and views, quantitative data were then analyzed descriptively to find the frequency of occurrences and the corresponding percentage.

3   FINDINGS AND DISCUSSION

Test Anxiety score can be calculated by summing up the scores for each item of the questionnaire. A score of 160 or higher indicates that the student may have a problem with test anxiety. Scores between "80-160" indicates that the students have a moderate level of test anxiety. The score that is lower than 80 indicates that the student has a low test anxiety level. Based on the results of the research, among the subjects in this study (n=50) 16 students (32%) have high test anxiety level and 34 students (68%) have a moderate level of test anxiety.

Table 1. Test Anxiety Status

TA Status	Score	Total	
		Frequency	Percent

High	≥160	16	32
Moderate	80-159	34	68
Low	< 80	0	0

The result shows that most students still have anxiety toward the National Examination although some changes have been initiated by the government. In this case, the 68% students show moderate level of anxiety with 34.1% answered that they have a fair amount anxiety in the National Examination (can be seen in Table 2). Some degree of anxiety in evaluative situations can help performance in which that performance is best at moderate levels of anxiety, rather than at either very high or very low levels (Cassady & Johnson, 2001). Moderate anxiety is often helpful for students to stay mentally and physically alert. In order to perform well in a challenging situation, students must be psychologically and physically alert. The level of alertness is also called arousal which is essential for optimal performance. This result asserts an ideal condition because the students are not worried too much about the National Examination, which means they will probably answer the items better than any other students having low or high level of anxiety. If the students have high level of anxiety, they will not be able to answer the items well owing to excessive worry. On the other hand, students with no anxiety is prone to take the tests for granted, thus they will see the National Examination only as a formality to pass high school.

Table 2. Frequency and Percentage of Students' Answer

No	Answer	Response	
		Frequency	**Percent**
1	Not at all	154	7%
2	A little	347	15.8%
3	A fair amount	750	34.1%
4	Much	534	24.3%
5	Very much	413	18.8%

Additional questionnaire for indicators of English National Examination consists of 33 items with dichotomous responses (Yes-No). If the students feel anxious toward the indicator, then the students should answer "yes" and the score is 1. On the other hand, if the students do not feel anxious toward the indicator, then the students should answer "no" and the score is 0. The total score of each kind of test was measured for comparison. The result of total score from each kind of test can be seen in Table 3. The total score of each indicator is also calculated separately to know which indicator causes high anxiety among students.

From all types of test in English National Examination for SMK, the students' highest anxiety is on the areas that require excellent powers of concentration and high-order thinking skills, such as short talk in listening, error recognition, and cloze test. Short talk is the longest item in listening section. On this test, the students have to pay more attention to details while they listen to lengthy-spoken passage with a wide range of vocabulary and varieties of stresses and intonations. Therefore, the students are worried that they may miss important information and not able to answer the questions well.

As for Error Recognition, it is imperative for the students to use their knowledge of evaluation – C5 of the Bloom's Taxonomy Revision in the Krathwohl (2002) - which is known as difficult knowledge to master. In this type of test, students have to scan the sentences, and decide which ones are incorrect. To be able to do this well, good understanding about grammar points and sentence structure is a must. Unfortunately, for most students in Indonesia, grammar is often taught implicitly which makes them confused of using them in real life contexts. Even translating words from Bahasa to English has been really hard for them, not to mention asking them to decide whether the grammar used is right or not. This obviously makes the students nervous as they are not sure about the grammar used. In addition, the cloze test section (C3) in the writing section puts another burden on the students, as they have to use their ability to use

the grammar and contexts appropriately. In short, these kinds of tests give the most pressure to the students in doing their Final Examination.

On the contrary, picture, reading comprehension, and incomplete dialogs are on the lowest level anxiety. This is because they are in the low-order of thinking, in C1 (remember) and C2 (understand). In this kind of test, they need to recognize, recall, and interpret information in which are often practiced in classroom. These results are presented in Table 3.

Table 3. Result of Test Anxiety Questionnaire for All Kind of Test in English National Examination for Vocational High School

No	Competence	Test	Indicators	Frequency	Percent
1	Listening	**Picture**	3	50	16.67%
		Questions/Statements-Response	3	52	17.3%
		Short Conversation	4	78	19.5%
		Short Talk	2	54	27%
2	Reading	**Error recognition**	5	97	19.4%
		Reading comprehension	3	36	12%
3	Writing	**Incomplete dialog**	10	177	17.7%
		Cloze test	3	76	25.3%

Listening section test consists of four types of test such as: picture test, questions/statements-response test, short conversation test and short talk test. The results for each indicator of listening test are presented in Table 4, Table 5, Table 6 and Table 7. Specifically for picture test type, the highest anxiety occurs for indicator about activities and the lowest occurs for indicator about location and description. This happens because the structures of the sentences in describing activities which require subject, predicates, object, and tenses are complex. Thus, sentences about activities are considered more difficult than the ones containing description or location.

In the questions/statements-response test, the highest anxiety occurs for indicator about invitation/offering and the lowest occurs in advice/suggestion. Meanwhile, in short conversation test the highest anxiety is in indicator about reservation and the lowest is in daily/present activity. This happens because simple present tense for describing daily activities is often used in classroom. Further, short talk test as the final test in listening section gains the highest frequency of anxiety among the other listening tests. As already explained, higher level of knowledge and concentration are needed to solve this test. Thus, the English teacher in third grade in SMK needs to improve the students' daily practice in listening, especially in short talk or monologue.

Table 4. Result of Test Anxiety Questionnaire for Indicators in Picture Test

Test	Indicators	Frequency	Percent
Picture test	**Choose the correct statement about indoor/outdoor activity based on the picture**	21	42%
	Choose the correct statement about location of a thing or person, description of thing based on picture	14	28%
	Choose the correct statement about physical appearance of person or thing based on picture	15	30%

Table 5. Result of Test Anxiety Questionnaire for Indicators in Questions/Statements-Response Test

Test	Indicators	Frequency	Percent
Questions/Statements-Response Test	**Choose the correct response toward statement about advise/suggestion**	14	27%
	Choose the correct response toward statement about invitation/offering.	20	38%
	Choose the correct response toward statement about direction or location of place, person or thing	18	35%

Table 6. Result of Test Anxiety Questionnaire for Indicators in Short Conversation Test

Test	Indicators	Frequency	Percent
Short Conversation Test	**Choose specific information in the short conversation about daily activity/present activity**	14	18%
	Choose specific information in the short conversation about reservation of things	28	36%
	Choose specific information in the short conversation about permission	15	19%
	Choose specific information in the short conversation about past activity	21	27%

Table 7. Result of Test Anxiety Questionnaire for Indicators in Short Talk Test

Test	Indicators	Frequency	Percent
Short Talk Test	**Choose the main idea/specific information from short talk about operation process of thing or tips to do something**	30	56%
	Choose the main idea/specific information from short talk about short announcement/advertisement/brochure of things	24	44%

Reading section test consists of two types of tests, namely error recognition test and reading comprehension test. The results for each indicator of reading test are presented in Table 8 and Table 9. In error recognition test, the indicator which causes highest anxiety is in supposition/option and the lowest is in description of thing/place. This is in line with the

previous result of indicators in picture test in listening section. On the other hand, students feel the same amount of anxiety toward the three indicators in reading comprehension test.

Table 8. Result of Test Anxiety Questionnaire for Indicators in Error Recognition Test

Test	Indicators	Frequency	Percent
Error Recognition Test	**Choose the wrong word/phrase in sentence about comparison/rule or rejection**	16	16.5%
	Choose the wrong word/phrase in sentence about description of thing/place with WH-questions	12	12.4%
	Choose the wrong word/phrase in sentence about physical description of someone/something or profession	17	17.5%
	Choose the wrong word/phrase in sentence about supposition/option	29	29.9%
	Choose the wrong word/phrase in sentence about feelings/opinions	23	23.7%

Table 9. Result of Test Anxiety Questionnaire for Indicators in Reading Comprehension Test

Test	Indicators	Frequency	Percent
Reading Comprehension Test	**Choose the main idea of a paragraph**	12	33.3%
	Choose the specific information of a paragraph	12	33.3%
	Choose the meaning of a word in a paragraph	12	33.3%

Writing section test consists of two types of tests, namely incomplete dialog test and cloze test. The results for each indicator of writing test are presented in Table 10 and Table 11. In incomplete dialog test, the indicator which cause highest anxiety is dialog about past activity/passive voice and the lowest is about request/suggestion. This shows that test which contains grammar still makes students more anxious than test which contains functional languages/expressions. After all, in cloze test the range of anxiety frequency is almost the same and considerably high. As explained previously, the cloze test section (C3) in the writing section puts burden on the students because they have to use their ability to use the grammar and contexts appropriately. Therefore, the teacher should be concern with this problem and have more intensive practices in the class.

Table 10. Result of Test Anxiety Questionnaire for Indicators in Incomplete Dialog Test

Test	Indicators	Frequency	Percent
Incomplete Dialog Test	**Choose statement to complete dialog about possibility/comments**	18	10.2%
	Choose statement to complete dialog about offering/command	11	6.2%
	Choose statement to complete dialog about request/suggestion	8	4.5%
	Choose statement to complete dialog about daily activity/gerund	22	12.4%
	Choose statement to complete dialog about option or reservation/order	23	13%
	Choose statement to complete dialog about command/request/advise	16	9%
	Choose statement to complete dialog about habit in past	22	12.4%
	Choose statement to complete dialog about plan/appointment for date (question tag)	13	7.3%
	Choose statement to complete dialog about past activity/passive voice	25	14.1%
	Choose statement to complete dialog about present activity (present perfect tense)	19	10.7%

Table 11. Result of Test Anxiety Questionnaire for Indicators in Cloze Test

Test	Indicators	Frequency	Percent
Cloze Test	**Choose the correct verb to complete the cloze text**	24	31%
	Choose the correct preposition to complete the cloze text	28	37%
	Choose the correct adjective to complete the cloze text	24	32%

4   CONCLUSIONS AND SUGGESTIONS

The present study has revealed the condition of twelve-grader students in SMK dealing with English National Examination 2015, especially in terms of test anxiety. The highest level of test anxiety is not beneficial for the students to be able to offer the best performance in achieving the standard competences. The change of system in the recent National Examination is expected to succeed in reducing the test anxiety among students. The results of the study reflect general pictures that students have moderate anxiety, in which asserting an ideal condition because the students are not worried too much but still alert to perform well in the test.

Each type of test in English National Examination for SMK also triggers different level of anxiety. Thus, the English teachers in SMK and school as educational institution should be concerned with the indicators and materials given to the students. Beside of effective practices as preparation for answering the tests, private consultation and personal supports are also considered effective to be given by teachers and schools to manage the test anxiety problems of students. As the problems of test anxiety are overcome by the whole education components, it is expected that the purpose of National Examination is possible to meet.

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THE CLASSROOM INTERACTION STRATEGIES USED FOR ENGLISH TEACHING IN MADRASAH TSANAWIYAH LEVEL

Nunung Suryati

nunung_suryati@yahoo.com

Universitas Negeri Malang

Abstract

This paper reports a study of teachers' use of interactionstrategies in English Language Teaching (ELT) in Madrasah Tsanawiyah Schools (Islamic Lower Secondary Schools). The study involved 6 teachers of Madrasah tsanawiyahschools in Malang, East Java. Classroom observation was selected as a method in this study. Self Evaluation Teacher Talk (SETT) instrument that characterises teacher-student interaction, developed by Walsh (2006), was adopted as the observation protocol. Nine classes taught by 6 teachers were observed. The findings reveal that some interaction strategies that are more frequently used than the others. Unfortunately, these strategies limit the students' opportunities to produce the target language.

Keywords: classroom interaction, teacher-student interaction, interaction strategies, ELT in madrasah tsanawiyah school level in Indonesia.

1 INTRODUCTION

Classroom interaction is defined as all communication which refers to not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling (Ellis, 1990, p.12). Mackey (1999) suggests that teachers need to orchestrate classroom interaction to allow students to participate actively in classroom interaction through turn-taking, feedback, clarification requests, and negotiation to allow students to produce the target language.

Many studies on EFL classroom interaction focus on a particular classroom interaction strategy, such as pattern of interaction, questioning or corrective feedback. The pattern of interaction is one strategy of teacher-student interaction of interest to many researchers, for example, studies by Hardman et al, (2003), Abd Kadir & Hardman (2007), Vaish (2008), and Wedin (2009). Their studies reveal that the IRF (Initiation, Response, Feedback) pattern of teacher-student interaction dominated the classroom interaction and limits students' ability to contribute to classroom activities (Sinclair & Coulthard, 1975,1992), this pattern of interaction does not achieve the communicative goals of English language instruction (Hardman et al., 2003; Abd Kadir & Hardman,2007; and Vaish, 2008).

There are many studies on teacher questions which focus on the frequency of different types of questions, for example, Shoomoshi (2004), Husin (2006) and Tan (2007). In Shoomoshi's (2004) study participants were five EFL instructors from two universities in Teheran and Iranian students of an English program. Shoomoshi showed that out of total 1628 questions, 1335 were display (82%) and 293 were referential (18%). He compared the interaction that resulted from these different types of questions. He reported that the mean time of display questions was 0.62 minutes while the mean time of referential questions was 2.83 minutes. Shoomoshi's finding indicates that the amount of classroom interaction caused by referential questions is greater than that caused by display questions.

In Malaysia, Hussin (2006) reports that the majority of questions set by EFL teachers were low level and factual with the purpose of preparing students for the national examination. The questions were not designed to encourage critical thinking. Hussin (2006) concludes that

there was a mismatch between what was stipulated by their national curriculum and teachers' teaching practice. In a Chinese university EFL classrooms, Tan (2007) reports that many of the questions asked were lower cognitive questions and that they were mostly answered in chorus or by teacher nomination. The function of questions was to check text comprehension, hold students' attention to the text, to maintain discipline, and to establish teacher authority.

Studies have demonstrated that corrective feedback has contributed to the learning of the target language. Mackey & Silver (2005) reports that Chinese immigrant children in Singapore who received corrective feedback in response to their problems with question forms, produced higher level of questions (64%) and showed more development in terms of questioning than the control group. McDonough (2005) reports that output produced in response to corrective feedback was a significant predictor of ESL question development.

However, it would be useful to investigate how teachers organize classroom interaction as a whole. What strategies of teacher-student interaction are employed by Madrasah Tsanawiyah teachers. Since research on classroom interaction in Madrasah Tsanawiyah is very limited, the current research has been designed to add to our understanding of teacher-student interaction in Madrasah Tsanawiyah level and it's relation to students' language production.

2   METHODS

Classroom observation was employed to collect the data on interaction strategies used by teachers. Self Evaluation of Teacher Talk (SETT) developed by Walsh (2006) was used as the observation protocol because it was a useful instrument to establish the structural format of the lesson. In the SETT instrument, there are four modes: managerial, material, skill and systems and classroom context. In addition, to capture the teacher language choices in the classroom interaction, the teachers' exchanges was classified into: English (L2), or the mother tongue (L1), or mixture of the target language and the mother tongue, (Tognini, 2007).

Class observation took place in Madrasah Tsanawiyah level (Islamic Lower Secondary Schools) in Malang, East Java, Indonesia. Class observation covered one or two lessons per teacher. Total observed lessons were nine lessons. The total number of students in each class observed was 42. The duration of a lesson lasted for approximately 70-80 minutes. Tables 1 is the summary of the number of lessons and topics that were observed in the English classes.

Table 1: Summary of Lesson Observations at Madrasah Tsanawiyah Level

Teachers	No. of Lessons	Topic	Grade
IS1	2	Reading: Public Places	Seven
		Reading: Going to the Doctor	Seven
IS2	2	Reading: Procedure Text	Eight
		Reading: An Embarrassing experience	Eight
IS3	2	Reading: Announcement (Class A)	Eight
		Reading: Announcement (Class B)	Eight
IS4	1	Speaking: Asking for information	Eight
IS5	1	Reading: Describing people	Seven
IS6	1	Reading: Sports	Seven
Total	9 lessons		

Table 1 shows that the most observed grade level was grade level 8 (56%), followed by grade level 7 (44%). Grade level 9 was not available for observation because students were attending an intensive program to prepare for the National Examination. Most of the lessons focused on reading (89%), followed by speaking (11%).

3   FINDINGS

3.1   Strategies of teacher-class interaction

The strategies of teacher-student interaction were analysed using a framework called the SETT (Self-Evaluation of Teacher Talk) instrument developed by Walsh (2006).   SETT has four modes: *managerial, materials, skill and system, and classroom context.*   The aim of the *managerial mode* is to transmit information related to the management of the learning; *material mode* is to provide language practice around a specific piece of material; *skill and system mode* is to provide language practice in relation to particular language system or skills; and *classroom context mode* is to enable students to express themselves about feelings, experiences, attitudes and so on to promote oral fluency.   Interactional strategies and the frequency of occurrence of each mode in the observed lessons can be seen in Table 3.

Table 3 Teacher-student interaction strategies

Mode and Pedagogic goals	Interactional strategies	MTS Schools	
		Freq	**%**
Managerial: To transmit information related to the management of the learning	A single, extended teacher turn which uses explanations and/or instructions	46	6.8
	Negotiation (clarification request and Confirmation checks)	0	0
Materials: To provide language practice around a specific piece of material	*IRF /Non IRF patterns	95/12	
	Display /Referential Questions	146/36	21.5/5.3
	Scaffolding	6	0.8
	Form-focused feedback	19	2.8
	Negotiation (clarification request and Confirmation checks)	7	1
	Direct repair	4	0.6
Skill and systems: To provide language practice in relation to particular language system or skills	*IRF/Non IRF Pattern	121/12	
	Display / Referential Questions	176/0	26
	Scaffolding	7	1
	Extended teacher turns	96	14.2
	Teacher's echo/ completion/ interruption	84/0/7	12.4
	Form focused feedback	22	3.2
	Negotiation (clarification request and Confirmation checks)	9	1.3
	Direct repair	4	0.6
Classroom context: To enable students to express themselves about feelings, experience, attitudes etc to promote oral fluency	Extended learner turn	5	0.7
	Short teacher turn	2	0.3
	Direct repair	2	0.3
	Content feedback	0	0
	Referential questions	0	0
	Scaffolding	0	0
	Negotiation (clarification request and Confirmation checks)	0	0

Total	**678**

*Note: The IRF/non IRF patterns are not added to the total number of teacher talk because they have been counted already in display/referential questions.

Table 3 showed that, in the *Managerial mode*, extended teacher turn in which teachers provided explanations and/or instructions in the beginning of the lessons constituted of 6.8%. All teachers seemed to be comfortable talking about aspect of management in their classroom as evidenced by the amount of teacher talk that occurred. Teachers were transmitting information, introducing activities, organising the environment, and referring students to materials. Clarification request and confirmation checks managerial mode were not found Madrasah Tsanawiyah classes.

Materials mode appears to be popular as the majority of Madrasah Tsanawiyah teachers' talk revolve around the materials the students were using. The majority of students' materials were reading texts. Much of the interaction demonstrated the IRF (Initiation, Response, Feedback) pattern (Sinclair and Coulthard, 1975). The total IRF pattern identified was 95. Students' responses were evaluated immediately.

Excerpt 1 (IS5, Reading: Describing People)

T: What is young?

S1: muda.

T: Very good. old?

S2: Tua.

T: Okay, good. Hair

S3: Rambut.

T: Okay. Good. Curly?

S4: Keriting..

T: Good, next Ali....

In these exchanges, the teacher was asking the meaning of some vocabulary items after the students observed a few pictures of people in the student book.. The response made by each student is the first part of each sequence. This is followed by feedback by the teacher which consists of non corrective repetition, often accompanied by reinforcement. Feedback of this kind does not require further responses from the students, so in each case the interaction concludes at the third turn. The Non-IRF pattern in this material mode is found when teachers modify the F-move for elaborating the answer. The total non-IRF pattern is 12.

Within the *materials mode*, there is an extensive use of display questions. Display questions are questions to which the teacher knows the answer. In Madrasah Tsanawiyah School site the occurrence is at 21.5%: Compared to display questions, referential questions were less popular. Referential questions are questions in which the teacher does not know the answers. The occurrence is 5.3%.

Form focus feedback is feedback that focuses on word usage rather than the message itself. Form focus feedback occurred in Islamic schools. The occurrence of form focus feedback is 2.8%. Form focused feedback offered by the teachers tended to be accompanied by an explanation generally given in L1. Most of the explicit corrective feedback focused on grammatical errors, such as the use of tenses, sentence structures, and vocabulary items. The following excerpts are examples of this:

Excerpt 2 (IS4, Speaking: Asking for information)

T: Make a question for asking information.

S: Can you tell me where Candi Badut is?

T: Candi itu temple. Can you tell me where Badut Temple is?

S: Can you tell me where Badut Temple is?

Scaffoldings are rare in *material mode*. Walsh (2006) maintains that scaffolding which involves the 'feeding in' of essential language as it is needed plays an important part in assisting

learners to express themselves and acquire new language. In, the occurrence of scaffolding was 0.8%.   Below is an example of scaffolding taken from the site.   In the example, the teacher reformulates the student's contribution and the student repeats the sentence.

Excerpt 3 (IS6, Reading: Sports)

T: Why do you like swimming?

S: my body strong.

T: It makes your body strong.

S: Yes. It makes my body strong.

Negotiation moves (clarification requests and confirmation checks) are valuable in promoting opportunities for learning since they 'compel' learners to reformulate their contribution by rephrasing or paraphrasing. When learners clarify a contribution it is central to the acquisition process (Long, 1996). Although negotiation moves are vital, they were not common in the schools. There was only 1.0 % negotiation moves.

Direct repair, which involves a short and quick correction, is a useful interactional strategy since it has minimal effect on the exchange structure. This strategy was not common. There was 0.6% of occurrence of direct repair at Madrasah Tsanawiyah classrooms.

In the *skills and system mode*, pedagogic goals are focussed on providing language practice in relation to a particular language system (phonology, grammar, vocabulary, discourse) or language skill (reading, listening, writing and speaking). Pedagogic goals are oriented towards accuracy rather than fluency. The intention is to get the learners to produce strings of accurate linguistic forms and to manipulate the target language (Walsh, 2006, p.74).

In this study, the data in Table 3 show that the IRF pattern and display questions were dominant.   There was a 176 IRF pattern and the occurrence of display questions was 26%. The IRF interaction and the display questions mainly focused on grammar used in the reading texts, followed by vocabulary or other exercises related to the texts. The exercises were normally already available and printed in the students' book.

The occurrence of a Non IRF pattern in this mode is not common, it is only 12 times. A non IRF pattern occurs in this mode particularly when teachers ask follow up questions, asking students to repair their responses:

Another common feature in the *skills and system mode* was extended teacher turns. They were used to establish the extent of students' knowledge and were demonstrated throughout this mode.   The occurrence of extended teacher turn was 14.2%.

The next feature which also a common feature in the *skills and system mode* was teacher echo which is used to display students' contribution by repeating it.   The occurrence of teacher echo was 12.4%.

Form focussed feedback was common in Madrasah Tsanawiyah classroom, although not frequent in the *skill and system mode*. The total form focused feedback was 3.2%.Most of the form focused feedback was on tenses or S-V agreement:

Excerpt 4 (IS5, Reading: Describing People)

  S: You smart.

  T: karena smart bukan kata kerja, jadi butuh bantuan to be 'are". Jadi you are smart.

  S: You are smart.

Scaffolding, direct repair, and negotiation moves were not common in the skill and system mode. The total amount of scaffolding was 1%, direct repair was 0.6%, and negotiation moves were 1.8%.

In *classroom context mode* the pedagogic goal is to give opportunities to students to personalise the lesson by talking about their feelings or their experiences. This mode was not demonstrated in the current data. The focus of this mode is students' language production. The total student extended turn was 0.7%. Only a few student extended turns were identified, demonstrating the rarity of this *classroom context mode*. It can be concluded that extended learners' turn, direct repair, content feedback, referential questions, clarification requests, and confirmation checks are rare in Madrasah Tsanawiyah EFL classrooms.

It can be concluded that much of the teacher-student interaction in Mdrasah Tsanawiyah centred on the material mode and skill and system mode. The most frequent strategies were IRF patterns, display questions, teacher echo, and extended teacher turn. Form focused feedback was also demonstrated although not frequently. Scaffolding and negotiation moves were rare. The classroom context was not apparent. Students were not given the opportunity to practise oral language production to personalise information or to connect their learning to their own experiences.

3.2 Teachers' language choices

Table 4 shows the teacher language choices observed in teacher-class interaction in 9 lessons. The category of language choices is adapted from Tognini (2006). 'Mainly L1' is defined as use of L1 80% or more in the exchange; 'Mainly L2' is defined as use of L2 80% or more in the exchange; and 'Mixture of L1 and L2' as use of equivalent L1 and L2 in the exchange (Tognini, 2006). The scores were calculated based on simple frequency of occurrence of the language choices in the exchanges.

Table 4 Teachers' language choices

Language choice	Total exchanges (Islamic Schools)	%
Mainly L1	127	26%
Mainly L2	151	30.8%
L1&L2	212	43.2%
Total	423	100%

Table 4 showed that in Madrasah Tsanawiyah classrooms "Mixture of L1 and L2" occupied the largest proportion of teachers' language choice (43.2%), followed by "Mainly L2" (30.8%), and "Mainly L1" (26%).

In Madrasah Tsanawiyah schools, it was common for teachers to use a mixture of L1 and L2 to ensure students' understanding. The following excerpt is an example of this:

Excerpt 5 (IS2, Reading, An Embarrassing Experience)

  T: Good, read paragraph 3, Nuha

  S1: Suddenly I found myself a behind young boy. I was really sure that he was my classmate. I pinched him a little and called his name, Andi. The boy was surprised. When he turned around I finally realized that he was not my classmate. I couldn't say a word. That moment was just embarrassing.

  T: Yes, Suddenly I found myself behind a young boy. Young boy? Young boy?

SS: Anak muda

T: Young lawan katanya apa?(What is the opposite of 'young'?

SS: Old

T: Old. I was really sure. Sure?

SS: Saya sangat yakin. (Indonesian word for 'really sure')

T: Okay, I was really sure that he was my classmate.

SS: bahwa dia teman sekolah saya (Indonesian words for 'classmate')

T: Good, his name?

SS: Andi

T: Namanya siapa? (Indonesian words for 'what is his name?')

SS: Andi

T: I pinched him. Pinched?

SS: mencubit (Indonesian word for 'pinched')

T: and called him?

SS: memanggil namanya (Indonesian words for 'called him')

T: Okay, memanggil namanya. The boy was surprised. Surprised?

SS: Terkejut (Indonesian word for 'surprised')

T: Why? kenapa?

SS: Dicubit (pinched)

In the extract, the teacher used a mixture of English and Indonesian. The teacher was asking the meaning of almost every word in the reading text and the students provided answers with the Indonesian equivalent. Then the teacher confirmed students' answers by echoing them.

"Mostly L1" was apparent when teachers elicited English sentences, correcting students' mistakes and then explaining the correct use of vocabulary, pronunciation, or grammar rules:

Excerpt 5(IS2, Reading: Procedure Text)

T: kamu coba sebutkan langkah pertama membuat fruit juice? Sebutkan dulu terus nanti kamu tulis di papan tulis ya.

S1:   First, plug in the blender.

T: bukan plug ya bacanya tapi 'plʌg'.

S1:   eh plug in the blender.

T: iya bagus, teruskan, sekarang masukkan buahnya. Apa masukkan bahasa Inggrisnya? Jangan lupa gunakan kata kerja pertama. ya kamu.

S2:   Put in the fruits.

T: ya betul sekarang tambah air? Apa tambah, kata yang tepat?

SS: add water

T: ya betul Add some water. Terus apa? Nyalakan blendernya ya? Ayo siapa mau jawab?

SS: Push on the power

T: Kurang tepat. Apa verb yang tepat? Bukan push on tapi 'turn on'

SS: Turn on the power.

S3: Bu kok gak ditutup Bu?

T: Oh iya lupa. Tutup dulu ya nanti berantakan. Tutup apa?

SS: Close Bu.

T: Wah tidak dibaca ya bukunya. Semua ada di bukumu. Bukan close tapi put on the lid. Ulangi 'Put on the lid'

SS: Put on the lid.

It is evident from the data that teachers are more comfortable using a mixture of Indonesian and English than using mainly English. The percentage of teachers using a mixture of Indonesian (L1) and English (L2) and mainly Indonesian (L1) in Madrasah Tsanawiyah classrooms was 69.2%. This impacts on the quality of teacher-student interaction because students do not have maximum exposure to English in their classrooms. This limits students' opportunity to practise English. They have limited opportunity to develop communicative competence in English by engaging in teacher-student interaction.

4   DISCUSSIONS

The material mode and skill and system mode were frequently the focus activities of the teacher-student interaction, whereas the classroom context mode was not observed in Madrasah Tsanawiyah classrooms. As a result, students' opportunity to practise oral language production to personalise information or to connect their learning to their own experiences were not observed.

IRF pattern was frequently employed in Madrasah Tsanawiyah classrooms. This finding confirmed the popularity of this approach to teaching English in as indicated in the studies conducted by Hardman et al, (2003), Abd Kadir & Hardman (2007), Vaish (2008), and Wedin (2009). These studies find that the irf (initiation, response, feedback) pattern of teacher-student interaction dominated the classroom interaction and limits students' ability to contribute to classroom activities (Sinclair & Coulthard, 1975,1992), this pattern of interaction does not achieve the communicative goals of English language instruction (Hardman et al., 2003; Abd Kadir & Jardman,2007; and Vaish, 2008).

Display questions were also utilised frequently in Madrasah Tsanawiyah classroom. This finding is similar with studies conducted by Shoomoshi (2004), Husin (2006) and Tan (2007). Display questions tend to hinder teacher-student interaction. Teachers should balance the type of questions they use. Teachers should be wary of display questions which stress low-level factual knowledge. They should ask referential or exploratory questions which cultivate students' use of the target language and promote students' learning.

The following strategies which are more facilitative to students' language production are not common. Form focused feedback (corrective feedback) is not used frequently, while extended learners' turn, direct repair, content feedback, referential questions, clarification requests, and confirmation checks are rare in Madrasah Tsanawiyah EFL classrooms.

Finally, 69.2%. of classroom language used by teachers consist of a mixture of Indonesian (L1) and English (L2) and mainly Indonesian (L1) in Madrasah Tsanawiyah schools. As a result of the teachers' language choice for the teacher-student interaction, students do not have maximum exposure to English in their classrooms

5   CONCLUSIONS AND SUGGESTIONS

It can be concluded that the material mode and skill and system mode were frequently the focus activities of the teacher-student interaction in Madrasah Tsanawiyah. IRF patterns, display questions, teacher echo, and extended teacher turn were utilised frequently. Form focused feedback was also demonstrated although not frequently. Scaffolding and negotiation moves were rare. The classroom context mode was not apparent. Students were not given the opportunity to practise oral language production to personalise information or to connect their learning to their own experiences.

Moreover, English teachers of Madrasah Tsanawiyah favour to use a mixture of Indonesian and English than using mainly English. The percentage of teachers using a mixture of Indonesian (L1) and English (L2) and mainly Indonesian (L1) in Madrasah Tsanawiyah

classrooms was 69.2%. As a result of teachers' language choice for the teacher-student interaction, students do not have maximum exposure to English in their classrooms.

It is suggested that Madrasah Tsanawiyah teachers reformat the structure of the classroom interaction to accommodate all the modes: managerial, material, skill and system mode, and classroom context mode, to employ interaction strategies that are more facilitative to students' language production, and to limit the use of L1 in the classroom interaction.

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"E-EXHIBITION" A FRAMEWORK OF STUDENTS' PROJECT BASED LEARNING

Oktavia Widiastuti
widiastuti_oktavia@yahoo.com

University of Kanjuruhan Malang
Jl. S. Supriadi no. 48 Malang

Abstract

Project-based learning (PBL) hails from a tradition of pedagogy which asserts that students learnbest by experiencing and solving real-world problems.Studies have proven that when implemented well, project-based learning results positive outcomes related to students' learning in the areas of content knowledge, collaborative skills, engagement and motivation, and critical thinking and problem-solving skills. E-Exhibition "English Entrepreneur and Entertainment Exhibition" is choosen as a framework of students' project based learning. The main focus of this exhibition is to assess students' performance and progress through project as a practical and meaningful way of learning. This exhibition represents a multi-faceted assessment. Students get multiple opportunities by feedback and reviseworks, students receive multiple learning outcomes in term of problem-solving, content, and collaboration, students presentation in the exhibition encourage their communicative and social value skills.

Keywords: E-exhibition, project based learning (pbl), framework of pbl.

1 INTRODUCTION

In recent years, project-based learning (PBL) has become more popular in education as well as in language teaching. In PBL, students work on a project in groups using the target language for language learning. PBL can motivate students and create positive communication and collaboration as they develop language, content, and thinking skills. This integrative, holistic, and formative approach appeals to many educators; however, they may hesitate to implement it in their class because it does not fit easily into standardised testing contexts. Indeed, this learning requires alternative ways to assess students' progress and achievement; moreover, such assessments in PBL should help students know what they have learned, and offer positive feedback in learning.

Project-based learning (PBL) is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). This article describes the implementation of "E-exhibition" as a framework of students' project based learning which reflects an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, decision making, and presenting. It shows that "E-exhibition" as a framework of PBL performs a practical and meaningful way of learning.

2 E-EXHIBITION AS ONE OF PBL FRAMEWORKS

"E-exhibition" is a PBL design that grew out an adventure and service-based education program known for its learning experience. This exhibition framework is defined as "intellectual investigations built around significant projects and performances." The exhibition project combined intellectual inquiry, character development, and community building which differ from other Project-Based Learning classrooms in conceptual as well as structural ways. Conceptually, the exhibition project invariably involve fieldwork, service, teamwork, character building, reflection, and building a connection to the world outside of the classroom. Additionally, students keep a portfolio of their work, and project work to develop a "culture of revision" and craftsmanship. Structurally, "E-exhibition" is a framework for the whole improvement. "E-exhibition" as a PBL framework is intended to transform curriculum, instruction, and assessment.

To capture the uniqueness of Project-Based Learning in "E-exhibition" a PBL framework for ESP learning, the following set of criteria are offered. The five criteria are centrality, driving question, constructive investigations, autonomy, and realism (Thomas, 2000).

1. *PBL projects are central, not peripheral to the curriculum.* This criterion has two corollaries. First, according to this defined feature, projects are the curriculum. In PBL, the project is the central teaching strategy; students encounter and learn the central concepts of the discipline via the project. There are instances where project work follows traditional instruction in such a way that the project serves to provide illustrations, examples, additional practice, or practical applications for material taught initially by other means. However, these "application" projects are not considered to be instances of PBL, according to this criterion. Second, the centrality criterion means that projects in which students learn things that are outside the curriculum ("enrichment" projects) are also not examples of PBL, no matter how appealing or engaging.

2. *PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline.* This criterion is a subtle one. The definition of the project (for students) must "be crafted in order to make a connection between activities and the underlying conceptual knowledge that one might hope to foster." (Barron, Schwartz, Vye, Moore, Petrosino, Zech, Bransford, & The Cognition and Technology Group at Vanderbilt, 1998, p. 274). This is usually done with a "driving question" (Blumenfeld et al., 1991) or an ill-defined problem (Stepien and Gallagher, 1993). PBL projects may be built around thematic units or the intersection of topics from two or more disciplines, but that is not sufficient to define a project. The questions that students pursue, as well as the activities, products, and performances that occupy their time, must be "orchestrated in the service of an important intellectual purpose" (Blumenfeld et al., 1991).

3. *Projects involve students in a constructive investigation.* An investigation is a goal-directed process that involves inquiry, knowledge building, and resolution. Investigations may be design, decision-making, problem-finding, problem-solving,discovery, or model-building processes. But, in order to be considered as a PBL project, the central activities of the project must involve the transformation and construction of knowledge (by definition: new understandings, new skills) on the part of students (Bereiter & Scardamalia, 1999). If the central activities of the project represent no difficulty to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a PBL project. This criterion means that straightforward service projects such as planting a garden or cleaning a stream bed are projects, but may not be PBL projects.

4. *Projects are student-driven to some significant degree.* PBL projects are not, in the main, teacher-led, scripted, or packaged. Laboratory exercises and instructional booklets are not examples of PBL, even if they are problem-focused and central to the curriculum. PBL projects do not end up at a predetermined outcome or take predetermined paths. PBL projects incorporate a good deal more student autonomy, choice, unsupervised work time, and responsibility than traditional instruction and traditional projects.

5. *Projects are realistic, not school-like.* Projects embody characteristics that give them a feeling of authenticity to students. These characteristics can include the topic, the tasks, the roles that students play, the context within which the work of the project is carried out, the collaborators who work with students on the project, the products that are produced, the audience for the

project's products, or the criteria by which the products or performances are judged. Gordon (1998) makes the distinction between academic challenges, scenario challenges, and real-life challenges. PBL incorporates real-life challenges where the focus is on authentic (not simulated) problems or questions and where solutions have the potential to be implemented.

"E-exhibition" as one of project based learning frameworks has proven that when implemented well, project-based learning (PBL) can increase retention of content and improve students' attitudes towards learning, among other benefits. Project-based learning hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems. In line with the implementation of "E-exhibition" as one of project based learning frameworks, according to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learninginvolves the following:

- students learning knowledge to tackle realistic problems as they would be solved in the real world
- increased student control over his or her learning
- teachers serving as coaches and facilitators of inquiry and reflection
- students (usually, but not always) working in pairs or groups

Documentation of "E-exhibition", students displayed and sold their product in the exhibition. They created the product based on a portfolio work during a whole semester and they displayed the product in the exhibition as a result of portfolio revision work, and group work for one whole semester.

In "E-exhibition" the teacher creates real-world problem-solving situations by designing tasks that correspond to two different frameworks of inquiry-based teaching: *Problem-based learning*, which tackles a problem but doesn't necessarily include a student project, and *project-based learning*, which involves a complex task, student presentation, andcreating an actual product or artifact. The exhibition process engage students in creating, questioning, and revising knowledge, while

developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience (Barron & Darling-Hammond, 2008).

"E-exhibition" is not a short process, the students who have been divided into groups must completed some stages of tasks during one whole semester before conducting the exhibition. The project based learning framework is implemented in Business English Class, the teacher gave students a portfolio work to be completed for one whole semester before they conducted the exhibition. The portfolio work named "Creating a Brand New Business Product" in a "Company Profile" portfolio work.

During one whole semester, each group must discussed and completed some steps to create a brand new business product based on the theory of business. First, each group must decided what their product is, it can be good or service. Second, they gave name for their product and company. Third, they discussed the compny's address based on the theory of how to choose a startegic business location. Fourth, they mentioned the company's motto, visions and missions. Fifth, they described their product. Sixth, they created the company's logo and described meaning of the logo. Seventh, they decided the assets of company. Eight, they wrote history of their brand new company. Nineth, They discussed structure of organisation in the company and wrote the job description for each position. Tenth, all students wrote their individual profiles. And the last step is product promotion aspect, each group created and designed their product catalog and brochure.

The teacher's role as a facilitator revised each group company profile portfolio. In each step of the company profile portfolio, the teacher revised what the students have written. Moreover, in weekly classroom meeting, each group must presented their discussion result. Other groups and the teacher gave suggestions for the improvement of each group work. The teacher gave feedback based on the business theory and revised their portfolio writing.

After completing the Company Profile portfolio as the main guidance of students' Brand New Business Product, students did preparation for "E-exhibition". They prepared and did try and error in creating their product to be displayed in the exhibition.

"E-exhibition" as one of project based learning frameworks can be described in the following features:

1. A realistic problem or project

    a. Aligns with students' skills and interests
    b. Requires learning clearly defined content and skills

2. Structured group work

    a. Groups of four to five students, with diverse skill levels and interdependent roles
    b. Team rewards
    c. Individual accountability, based on student growth

3. Multi-faceted assessment

    a. Multiple opportunities for students to receive feedback and revise their work
    b. Multiple learning outcomes (problem-solving, content, collaboration)
    c. Presentations that encourage participation and signal social value (exhibition, and portfolio)

3   CONCLUSION

In summary, the implementation of "E-exhibition" as one of PBL frameworks indicates that PBL: (a) has a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving; (b) benefits students by increasing their motivation and engagement; and (c) is challenging for teachers to implement, leading to the conclusion that teachers need support in order to plan and enact PBL effectively while students need support including help setting up and directing initial inquiry, organizing their time to complete tasks, and integrating the business theory into projects in meaningful ways .

PBL seems to be equivalent or slightly better than other models of instruction for producing gains in general academic achievement and for developing lower-level cognitive skills in traditional subject matter areas. Additionally, students and teacherboth believe that PBL is beneficial and effective as an instructional method.

PBL has value for enhancing the quality of students' learning in subject matter areas, leading to the tentative claim that learning higher-level cognitive skills via PBL is associated with increased capability on the part of students for applying the learning process in project and problem-solving contexts.

The implementation of "E-exhibition" reflects that PBL is an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, decision making, and presenting.

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A BREAKTHROUGH SYLLABUS IN TEACHING LANGUAGE TESTING COURSE

Tedi Rohadi

triaincrbn@gmail.com

IAIN Syekh Nurjati Cirebon
Jl.Perjuangan By Pass Sunyaragi Cirebon

Abstract

The word "testing or assessment" has always been a scarry thing for anybody especially students. This perception is worsened by the fact that time allotment of the course is limited and the scope of materials to be covered is overloaded. As a result, the students are overwhelmed, confused, and even frustrated. The paper is a report of a breakthrough syllabus in teaching language testing course resulted from research and development and implemented in a classroom action research to effectively transform such frightening, bewildering, and discouraging nuances to be a conducive teaching-learning circumstance. Theories and concepts underpinning the study as well as research methodology will initiate the paper. The next part of the paper will discuss the so called "a breakthrough syllabus" itself as the focus of the study and its implementation and findings. The paper will not only elaborate some problems that were encountered during the implementation but also will provide some suggestions to anticipate those potential problems in the end part of the paper. The discussion last but not least enlighten every aspect involved in the study.

Key Words: syllabus, language testing

1 INTRODUCTION

Language testing course, based on the interview and questionnaire given to students of English Education Department in IAIN Syekh Nurjati Cirebon, was considered to be one of the most difficult subjects. The difficulties stem from they way it was taught and un-conducive students' perception due to the fact that first, the students were simply required to do presentation without sufficient explanation and no clear terminal and real objectives from the lecturers; second, time allotment of the course is limited and the scope of materials to be covered is overloaded. As a result, the students are overwhelmed, confused, and even frustrated. In addition to the difficulties naturally emerging in the subject, the confusion of the lecturers of having no syllabus designed and provided by English Departement led students to the boredome and monotony which result in students' lack of motivation and bad result in their achievement. Therefore, there should have been a syllabus that could facilitate the lecturers to refer to when teaching and enhance students in understanding and applying language testing concepts in order to be able to design and produce a language test.

Syllabus and curriculum are often contrasted and used interchangeably. Nunan (1993: 8)defines curriculum as concerned with the planning,implementation, evaluation, management, and administration ofeducation programs. However, syllabus has been perceived, interpreted, and defined in different ways during times. Nunan (1993:8) sees a syllabus as a process. Widdowson (1990:127) interprets a syllabus asthe specification of a teachingprogramme orpedagogic agenda and is concerned with both the selection and the orderingof what is to be taught. Candlin (1984)defines a syllabus as a means for encouraging learners to challenge thepedagogic ideologies and views of reality that the syllabus designerbrings to the class. Brumfit (1984:75) defines a syllabus as a document ofadministrative convenience which will only be partly justified ontheoretical grounds so as to be

negotiable and adjustable.Yalden (1983:14) perceives that a syllabus replaces the concept of 'method',and the syllabus isnow seen as an instrument by which the teacher, with thehelp of the syllabus designer, can achieve a degree of 'fit'between the needs and aims of the learner (as social being and as individual) and the activities which will take place inthe classroom.

Two different contrasted types of syllabi are explored in this study. The first type is product-oriented and process-oriented syllabuses (Nunan,1988). Product-oriented syllabuses are those in which the focus is on the knowledge and skillswhich learners should gain as a result of instruction (the product or the end). Structural/formal, situational, lexical, and notional-functional syllabuses belong to these types of syllabuses. Process syllabuses are thosewhich focus on the learning experiencing themselves (the processes toward the end). Task-based, procedural, negotiated, proportional, and content-based syllabuses are characterized to be process oriented syllabuses.

The second type is type A versus type B syllabuses (White,1988). Type Asyllabi are concerned with what should be learned without considering who the learners may be. They are product-oriented, so they evaluate the outcomes in terms of mastery. Type B syllabi, on the contrary, are concernedwithhow the knowledge/skills is/are learned and how knowledge/skills is/are integrated with learners' experiences. The differentelements of the syllabus emerge from a process of negotiation between learners and teachers; they are orientedtoward the process; and evaluation criteria are set by the learners themselves. Procedural,process, and task-based syllabi are considered Type B syllabi despite their differences.

A syllabus functions: first, to invite students to your course and to inform them of the objectives of the course and to provide a sense of what the course will be like; second, to provide a kind of contract between instructors and students – to document expectations for assignments and grade allocations; third to provide a guiding reference – a resource to which students and instructional staff can refer for logistical information such as the schedule for the course and office hours, as well as rationale for the pedagogy and course content.

Nunan (2003:71) enumerates eight information that have to be included in a syllabus:

(a) Learning objectives,
(b) Goal/rationale
(c) Basic information such as: course name and number, meeting time and place, instructor name, contact information, office hours, instructional support staff information
(d) Course content: Schedule, outline, meeting dates and holidays, major topics and sub-topics preferably with rationale for inclusion,
(e) Student responsibilities: particulars and rationale for homework, projects, quizzes, exams, reading requirements, participation, due dates, etc. Policies on lateness, missed work, extra credit, etc,
(f) Grading method: clear, explicit statement of assessment process and measurements
(g) Materials and access: required texts and readings, course packs, how to get materials including relevant instructional technologies. Additional resources such as study groups, etc.,
(h) Teaching philosophy: pedagogical approach including rationale for why students will benefit from it.

2   METHODOLOGY

This study is mainly intended to develop a syllabus as a guideline for the instructional activities which is later on implemented and evaluated in classroom teaching-learning processes during the whole semester. The stages in developing the syllabus are adopted and simplified from those of Borgs and Gall (2003) and Yalden (1987). They comprise of: (1) need survey, (2) description of purpose, (3) selection or development of syllabus type, (4) production of a proto syllabus, (5) production of a pedagogical syllabus, (6) development and implementation of classroom procedure, and (7) evaluation stage. The steps of research and development are described in the following table:

Main Steps		Steps in Research and Development
Preliminary Research	Research and Information collecting	Need survey
Research and Development	Planning	Description of purpose Selection or development of syllabus type
	Develop preliminary form of product	Production of a proto syllabus Production of a pedagogical syllabus
	Field testing and product revision	Evaluation stage
	Final Product Revision	Final product of Syllabus

3   FINDINGS

The syllabus is structured into several main parts: course details, course introduction, course objectives, course content, references, class schedule, course evaluation, and class attendance and policies. The first part of the syllabus structure is course details. It covers what course title is, what course book is used, instructors complete name and email address. Course introduction as the second part of the syllabus explains a general overview what language testing offers and provides as a course study. The following part of the syllabus is course objectives. It shows the targeted objectives which are graded depending on level of cognitive domain. The class schedule as the fourth part of the syllabus is most importantly featured since it shows how the syllabus is nuanced with various notions, approaches, and methods of learning and teaching. The next part of syllabus is course evaluation which shows the elements and the percentages of grading system. The last part of the syllabus is class attendance and class policies which expose the rules and policies the students have to commit with.

The part of course objectives shows that the scope of the syllabus is limited. The limitation is based on the results of need analysis. All course materials to be covered are focused on how to assist students to be able to design and write a formative test.

The core part of the syllabus is featured mainly on class schedule because it posits varieties of notions, approaches, and methods of learning and teaching. The class schedule is designed for sixteen (16) sessions devided into four lecturer-led sessions, mid and final term exams, and ten students-centered sessions. The students experience such a number of learning activities as lecturer led orientation to language testing principles, general overview of language testing, one to group simultaneous presentation, pair and group work, wrap up review, one to one student-lecturer consultation, mutual revising, and finally report presentation and submission.

In prelimanary orientation, lecturer plays dominant role since he/she has to brief the students concerning language testing course, class activities, task and assignment, and rule and regulation as well as class schedule. The activities in class are lecturing done by lecturer, note taking by students and discussion in the end part of the session. In addition, the students are grouped and assigned a chapter to be discussed and individually presented. Finally the lecturer models the activities that will be carried out through the whole semester.

On the second session, the lecturer gives general overview of language testing. It is intended to provide a basic framework of language testing perspectives. The students are supposed to be introduced with and made aware of language testing principles in relation to teaching constelation.

From the third to seventh sessions, the primary activities in classroom are mainly conducted by students by having one to group simultaneous presentation. It is different from the common presentation in which it is sequenced following the topics/chapters to be covered. In this presentation all and each students are supposed to do presentation by presenting the chapter/topic assigned taking turn. At the same time the students are supposed to do note taking of what his/her classmate is presenting, pose prepared questions, and give evaluation to the overall presentation. After the session is over, the students have to write a learning journal about what he/she has got during the one to group

presentation. The function of lecturer during these sessions is monitor and ensure the activities to run as it is supposed to be as well as facilitate the students problems.

After the pair work presentation activities requiring four sessions, there will be a wrap up-review given by lecturer. It is intended to allign and benchmark all students understanding of all materials to be covered and to show interrelatedness of one concept, notion, theory to the one. Therefore, the students are expected to gain a thorough understanding of language testing.

The mid term session is individual review or concept checking activities in which lecturer requires the students to report orally regarding their understanding on overall topics. Up to this point, the lecturer can measure how effective the previous activities, and the students are required to show minimun understanding of basic language testing concepts otherwise they have to repeat. This activity is very essential because the students are prepared to be ready to do final project.

The following two sessions are the orientations of conducting final. The purpose of these sessions is to provide students a practical guidance on how design a test. The test to be designed is restricted within classroom environment, focusing only on formative test. Not only does a lecturer give explanation on the tool kit, he/she provides a sample of some formative tests.

After these sessions, the students work collaboratively to design the formative in such a way that one student is to be a collaborator and reviewer of his/her partner. Meanwhile the consultation can be done both with face to face consultation and with on-line via blog, email, or yahoo messengger. In this stage, the role of the lecturer is to manage the students in order to have sufficient access to him/her for consultation. The final activity is for students to submit their report on their simple mini research. Finally, there is no such formal final exam but a portfolio one. Final exam is carried out by providing and reporting all learning evidence the students have made from the beginning up to the end of course.

4   DISCUSSION

To start with, need analysis was carried out as an indispensable aspect of syllabus design in order to meet the most current needs. Need analysis is given not only to the students but also lecturers as well as a head of English Education Department. The development of a suitable syllabus to fulfill the need is essential. The focus of need analysis is to find out the existing problems, demands, and expectation of how and what to achieve in language testing course (Richards and Renandya, 2002:75). McKay (1978:11) uses the term in a special way in which it provides a focus for what should be studied, along with a rationale for how that content should be selected and ordered regardless of the approach a teacher adopts

The development of syllabus is conducted on the basis of Yalden's design named language program development (Yalden, 1987:88-90). It is selected for several reasons. First, it provides clearer and simpler steps by putting them in simple sentences and purposes as well as clear cyclical procedure to follow. Second, It provides syllabus content specification prior to writing the draft by developing proto-syllabus. Third, It covers the students' characteristics obtained through need survey. The model is a step-by-step procedure in developing a language program. It covers:

    (i)   Need survey,
    (j)   Description of purpose,
    (k)   Selection or development of syllabus type,
    (l)   Production of a proto syllabus,
    (m)   Production of a pedagogical syllabus,
    (n)   Development and implementation of classroom procedure,
    (o)   Evaluation.

The currents syllabus as the product of study can best be labelled to be a mixed syllabus (Brown, 1995:12). It adopts two types of syllabuses: notional and task based syllabuses. As a mixed syllabus, the materials organization of the syllabus is related to functional organizational and on occasion serves as a general set of categories within which functions form subcategories. It is organized around abstract notions of language testing concepts and theories which are ordered and sequenced according to chronology, frequency, or the utility of the notions involved. Furthermore, the

syllabus also organizes and sequences different tasks and assigment that the students are required to perform in and out of the classroom. The tasks and assignment are selected based on the perceived usefulness and interrelatednes not to mention the concordance with the learning approach adopted.

Teaching thinking skills is featured prominently in this new syllabus as there is a rising awareness of a lack of problem-solving and decision-making skills among school leavers and university students. Thinking is the ability to reason systematically with logic and evidence (Adu-Febiri, Francis, 2002). The major characteristics of this thinking syllabus are: promote in-depth learning, revolve around real world tasks, involve a holistic approach to teaching thinking.

In promoting in-depth learning, important concepts and strategies have to be identified, organized and taught in detail and depth. This is to ensure that students are truly knowledgeable, where they do not only possess information but are able to apply and communicate this knowledge in the real world (Schwartz and Parks, 1994 and Fennimore and Tinzman, 1990 cited in Richards and Renandya, 2002). Students would have more time to think and engage in continous inquiry and complex thinking.

In this syllabus all tasks carried out in classrooms are related to each other and based on real world tasks and should encourage interdisciplinary thinking. Students are engaged in learning for life to be a teacher. There is connections between content and processes to the learners'background and needs, as this would relate school learning to real life (Schwartz, 2000 and Parks, 1994 & Jones an Haynes, 1999 cited in Richards and Renandya, 2002). There would be more meaningful learning. Through these tasks and activities, there would be more collaborative teacher-student relationships and shared beliefs about thinking.

When involving holistic approach in the syllabus, students are engaged with a whole task and not elements of a task (Fennimore and Tinzman, 1990 cited in Richards and Renandya, 2002). Materials and content are structured to allow holistic learning of meaningful and complex tasks. There is much more flexibility, creativity and critical thinking in the classrooms.

The objectives of the syllabus is ranked based on Bloom's Taxonomy (Bloom & Kratwohl, 1965) in which it starts from the lower level cognitive/thinking domain to higher ones beside affective domain. The syllabus prepares the students to be able to: first develop an awareness of many of the sub-disciplines within the field of language testing; second, gain a broad-based understanding of the key concepts within this field and a better understanding of how language testing and other fields of study are related as well as a better understanding of the theoretical foundations underlying the field; third, become updated with the most current work in the field; fourth, link together the different areas of language testing study; fifth, design a language test; finally, become a cooperative member of a dynamic classroom.

In the case of classroom and learning strategies in this syllabus, flexible learning, creative and critical evaluation are encouraged in the classroom. There is a flexibility to allow more time for students to process their thoughts and voice their opinions. There is creativity in using various authentic and real-world teaching materials, such as the use of computers and new technology (Schwartz, 2000 and Schwartz and Parks, 1994 cited in Richards and Renandya, 2002). There is flexibility to allow students to be involved in the decision-making process of how they learn. This would enable them to eventually take control of their learning.

Thinking and learning strategies and cognitive and metacognitive strategies are explicitly taught and modeled. Cooperative and collaborative learning take place through group work and group project (David et.al, 1991). Learning is linked to thinking. Thinking is transforming. Yet the transforming is the result not of surface learning but that of long term deep learning. Johnson, Johnson, and Smith (1991) stress that: " the use of collaborative learning groups approximates more closely the activity of real-world employment and problem solving... allows students to tackle more complicated and ofter more interseting problems without feeling overwhelmed."

When students are faced with the task of producing a solution to a problem, working in groups would enable them to produce richer and better quality solutions than would individual work. Student collaboration is also carried out through virtual classroom which would eventually lead to improvements in the area of academic achievement as the students learn to interact, share information and devide workload. Bruffee (1989) stresses that:

> *"collaborative work provides the transitional support communities that students can rely on a they go through the risky process of taking on authority themselves as writers and critical readers. It provides measure of security as students subtitute confidence in their own authority for dependence on the teacher's authority."*

Cockburn and Ross (1978) added that group work can train students to develop critical thinking skills,

> *"students learn in small groups through co-operative academic work and it is perhaps precisely the interactive element of small group work that brings about what can be called the higher order types of learning. By this we mean, for example, the development of judgement or interpretative skills. Cockburn and Ross (1978:22)*

The result of adopting collaborative and cooperative learning in the syllabus reveals that learners can become collaborative constructors of their own knowledge and become independent and critical thinkers who are in control and are accountable for their own learning. In addition, the other learning concept adopted here is "problem-based learning (PBL)". It ensures that the learner leaves the educational experience a thinking independent individual. In the PBL situation the entire dynamic of learning shifts from the hands of the teacher to the shoulders of the learner. Ownership which entails responsibility shift to the leaners.

Furthermore, the syllabus requires the students to write reflective journal. The reflective journals allow teachers to assist learners to develop deep thinker skills. Journal in education are not new. They have been used for a long time now and they come in different packaging. Diaries, learning logs, learning journal, progress files, thinkbook, think place are all terms that have been used to describe the exercise if writing individual thoughts as part of a learning engagement.

The reason why it is important that journaling be part of the learning process especially in a PBL classroom is because much of the actual learning is self directed. Individuals have to discover new knowledge and then synthesise and evaluate the new knowledge to make group sharing meaningful (Wolf, 1989, Fulwire, 1986). Reflective journals allow learners to engage in self discovery. It allows them to open up and move on a learning continuum from being passive to active learners. It also allows them to develop multiple thinking skills. The benefit are convincing.

While the benefits of any task in an educational endeavour cannot be dennied yet the task of journaling seems to have an edge especially when we realise that journaling actually satisfies the three ways of learning. The learner learns by doing (enactive), by using imagery (iconic) and by alluding to representational or symbolic means. The act of engaged writing ensures that all of these three aspects of learning are met. Journaling is thus a powerful tool to help move learners from learning by memorising (surface learning) to learning by owning (deep learning) (McCrindle & Christensens 1995)

Regarding assessment, the syllabus encourages a thinking-learning environment which involves more application rather that regurgitation of facts. Therefore, assessment should be less exam oriented and be based more on on-going, real-world, collaborative assessment, such as project work. Students should also be provided with the opportunity to evaluate their learning through metacognitive strategies which would teach them how to control and manage their learning (Schwartz, 2000).

Reinventing or restructuring the syllabus to one that encourages thinking and develops a holistic approach to learning, is and will be one that involves massive changes and a rethinking of what teaching and learning should be. Implementating a thinking oriented curriculum would mean redesigning critical aspects of teaching, learning and schooling. These critical aspects that need to be addressed simultaneously and seriously, contain elements that interrelate and support thinking and learning. This process can only begin with a change in the beliefs and attittudes towards education, teaching and learning.

5   PROBLEMS AND ANTICIPATION

The first problem that might be encountered during implementation of the syllabus is the differences in students' level of English. There will be some students that dominate others with their talkativeness and there will be some students who could not perform well in presenting materials. If meeting such situation, lecturer needs to give assistances so as to bridge the gap beside giving some guidance in how to conduct a good presentation.

The implementation of syllabus requires students to have some prerequisites such as a basic presentation skills for they have to present the topic assigned and a writing skills for writing a journal. So, the lecturer should find out whether the students have taken writing course and obtained the course of how to deliver presentation, otherwise the lecturer should guide the studetns during their presentation activities and journal writing.

The lecturer when following the syllabus has to prepare all instruments ready for students such as a copy of syllabus, evaluation sheet, question log, and journal sheet. Lecturer is extremely demanded to spare a lot time in stage of individual review and scoring the students final project report. This multi-tasking syllabus demands a commitment between students and lecturer. The commitment might be actualized in the form of learning contract so the students and lecturer commit to follow the procedure, rule and regulation, and activities embed in the syllabus. Last but not least, national holidays and some unexpected events in and out of campus as well as academic calender should be anticipated to prevent the mismatch between the schedule. This syllabus requires a tight sequential sessions.

6   CONCLUSION AND SUGGESTION

This mixed type of syllabus as the product of research and development activities is multi-tasking in nature and mutli-loaded with such learning approaches as active, collaborativ-cooperative, and problem-based learning approaches, and is also enhanced with critical thinking. So the syllabus requires the students-lecturers' commitment to put into practice.

This syllabus has qualitatively shown some students learning improvement. Not only does the motivation of students improve but students has also got a kind of learning ownership. They have to be responsible of their own learning and performance. On top of that, the breakthrough syllabus has been able to effectively transform such frightening, bewildering, and discouraging nuances to be conducive teaching-learning circumstances.

In implementing this syllabus, the lecturer should be aware of how much time and how many efforts he/she has to spend within the semester otherwise he will come into a situation of burning out. Despite the merits the syllabus has proved, there have to be other studies to follow up to improve and complement the weaknesses on the research methodology and the products of this study.

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THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ENGLISH READING ACHIEVEMENT OF FIRST GRADE STUDENTS AT X CHRISTIAN SCHOOL, TANGERANG

Irene Jessica Suciady, S.Pd
YonathanWinardi, M.Pd
irene.jessica@uph.edu

University of Pelita Harapan, Lippo Karawaci
Jl. M.H. Thamrin Boulevard Tangerang, 15811 Banten

Abstract

Parental involvement is believed and encouraged in Christian schools as it is the parents' right and responsibility to educate their children and the schools are actually just partners. However, it is not an easy task to do for many parents since they may not have the knowledge, skills, or passion to do so. Moreover, there are still few studies which focus on parental involvement and reading achievement in a foreign language setting. Therefore, this research is done to fill that gap so parents may know the kinds and the relationship of parental involvement especially in the area of English proficiency, in English reading achievement.The research design was a mixed-method design, combining the quantitative and qualitative approaches. The data collection involves the quantitative and qualitative data collections conducted consecutively. The quantitative data collection was done by distributing the questionnaires to 45 participants and collecting data from teacher's report about first grade students' English reading scores at X Christian school, while the qualitative data collection was done by interviewing 5 participants. The participants in the questionnaires and interviews were the first grade parents at X Christian school, Tangerang, Indonesia. The study results show that there was a high involvement and a good English reading achievement at X Christian school. The central tendency also shows that there was a high relationship between eight scales of home-based parental involvement activities and English reading achievement in this study. Future suggestions will also be described to improve parental involvement for better English proficiency in reading.

Keywords:Parental involvement, Reading achievement, Grade 1, Christian school

1   INTRODUCTION

Reading is believed to be the most crucial skill for children's language learning. It is called a gateway to all other knowledge (McPike, 1995). There is a gradual recognition of reading as a beneficial resource of language input, particularly for children in EFL learning environment. This is since advanced technology enables people around the world to access books and reading materials more easily (Ediger, 2001). The development and the understanding of early literacy skills are a strong foundation in reaching the appropriate level of reading achievement for children in elementary schools, and also in determining school as well as life success (Pellegrini et al., 1997). Besides writing, children's progress in reading becomes the strongest predictor of their competence in school as well as their active participation in this increasingly literate society (Neuman et al., 2000). Children

without an adequate reading achievement in early years, especially in their first grade, deal with many difficulties during the learning process (Calfee, 1997).

Even though various theories about how to teach children reading have been existed for over the years, the best instructional reading strategy is still disputable (Adams, 1990). Due to each child's uniqueness, the strategies for assisting children to be a successful reader require different formulations at different times and there are a lot of success factors in developing their reading skills. Those opportune strategies to develop reading skills need to be practiced and supported not only in school but also at home (Lancy, 1994). Parents, therefore, have many opportunities to involve in early literacy development and to share many things with their children in a way teachers cannot give in the classroom (Kupetz, 1993).

In response to previous findings related to the growing importance of English for children in EFL settings, the urgency of reading achievement in early years' language learning, and the significance of parental involvement, the writer is motivated to do further research which

combines related variables. This investigation into parental involvement and first grade English reading achievement can lead to better understanding of how adults especially parents, teachers, and school administrators can fulfill their role in helping children's education.

There are two main research questions in this research. First, to what extent are the first grade home-based parental involvement activities of X Elementary School?The second one is how is the relationship between parental involvement and English reading achievement at X Elementary School?

2   METHOD

The research design used in this study was mixed-method design. The writer utilized mixed-method design to collect statistical, quantitative data about the relationship between parental involvement and first grade reading achievement and also qualitative data to follow up the quantitative study and to elaborate on those results of statistical, quantitative data. Mixed-method study was conducted because the use of both quantitative and qualitative methods, in combination, provides a more complete understanding of the research problem and questions than does the use of either method alone (Creswell, 2008). In addition to that, this research could also be categorized into cross-sectional survey designs because the writer collected data at one point in time in order to examine current parental involvement practices of first grade students).

The subjects of this research were X Elementary School (XES) first grade students and their parents because XES is a Christian school located nearby the researcher's location and agreed to be researched. The sample, the actual participants at the end, was forty-five students and forty-five parents from two first grade classrooms at XES. All of the young learners who participated in this study were first graders between the ages of six and eight.

2.1   Instruments

The researcher distributed the questionnaires to parents who came to the parent-teacher conference from 8 a.m - 3p.m in the second week of October 2013. The researcher modified the questionnaires that were used by Secord (2009)in her dissertation in Faculty of the School of Education Liberty titled "Quantity of Parental Involvement: The Influence of the Level of Educational Attainment of Elementary Private School Parents". Secord used a combination of the parent questionnaire from the Surveys and summaries: Questionnaire for teachers and parents in elementary and middle grades instrument created by Epstein & Salinas (1993) as well as the Parent survey of family and community involvement in the elementary and middle grades produced by Sheldon & Epstein (2007).

The survey produced by Sheldon was derived from the Surveys and summaries: Questionnaire for teachers and parents in elementary and middle grades (Epstein & Salinas, 1993) and had been evaluated for validity and reliability. Epstein used Cronbach's alpha to determine the internal consistency of items that measured the same concept. His survey was conducted with confidence that it was appropriate to measure the types of parental involvement being studied because it established high reliability of the scales (Epstein, Salinas, & Horsey, 1994).

The questionnaires for this research, however, were modified again from Secord's version to meet the purpose of this study and to provide better understanding for respondents. There were

similar sections on Secord's version that included some of the same questions but a different Likert-type scale. It consisted of several closed-ended statements below the eight scales of parental involvement activities from United States Department of Education(1994) which had to be answered in Likertscales reflecting the degree of frequency from "Always" to "Never".

The theoretical constructs that the survey was attempting to measure were:

1. Reading English together
2. Using TV wisely
3. Establishing a daily routine
4. Scheduling daily homework times
5. Monitoring out-of-school activities
6. Talking with their children
7. Communicating positive behaviors, values and character traits
8. Expressing high expectations and offer praise and encouragement for achievement.

Finally, the questionnaires consisted of 37 questions which were divided into eight parental involvement scales or eight theoretical constructs measured.

The interviews with parents were not done inside the XES. They were all done through one-on-one meeting with the parents outside the school in the second to the third week of October 2013. Moreover, the data collection from teachers' report about first grade English reading achievement was done in the fourth week of October 2013.

Besides questionnaires and interviews, the researcher also collected quantitative data through a document which was teacher's report. This type of data can be categorized as a secondary data because it is not the writer's own instrument. The teacher's report contains information about the measurement of English reading achievement of first grade students that the English teachers have implemented based on the XES English curriculum. XES used a curriculum which was designed by Houghton Mifflin, a U.S.A publishing company, which produced selected instructional materials used to improve readers' proficiency, especially young learners. The researcher asked for permission from the XES Principal and the three English teachers to get the first grade English reading scores in XES. There were three English classrooms which aimed to limit the number of students in an English classroom and make the English lesson more effectively. After getting the permission, the writer made an appointment with the three English teachers in the XES English classroom starting from October 21 to October 23, 2013 (the fourth week of October).

The researcher asked for additional explanations about the scores which reported the first grade English reading achievement in XES. The available data given by the English teachers were from two-week teachers' report in the third week to the fourth week of September 2013. The teacher's report which used the Houghton Mifflin curriculum for assessing XES first grade students' reading achievement was divided into three aspects of measurement, namely:

2.1.1 Reading comprehension

The assessment of reading comprehension in this curriculum involves: a) uses phonics/decoding/clarifying skills; b) uses reading strategies (predicts, summarizes, questions; c) comprehends what is read; d) shows vocabulary development; e) reads with fluency completes homework.

2.1.2 Spelling

The assessment of spelling in this curriculum involves:
a) spelling tests
b) homework completion (sentences, vocabulary, work, spelling pages, etc.;

2.1.3 Sustained Silent Reading (SSR)

Sustained silent reading (SSR) is a form of school-based recreational reading, or free voluntary reading, where students read silently in a designated time period every day in school. The assessment of SSR in this curriculum involves: a) participants in class silent reading b) reads regularly c) able to

complete required SSR reading. The curriculum provides the SSR rubrics in order to help the teachers decide SSR scores more effectively.

All in all, the researcher used Pearson product-moment correlation coefficient to express a correlation statistic between parental involvement and English reading achievement of first grade students at XES.

3   FINDINGS AND DISCUSSION

This section presents the research results of eight scales of home-based parental involvement activities in this study, such as reading English together, using TV wisely, establishing a daily routine, scheduling daily homework times, monitoring out-of-school activities, talking with their children, communicating positive behaviors, values and character traits, expressing high expectations and offer praise and encouragement for achievement.

On the Reading English Together scale, the most chosen response for item 1 was "Sometimes". There were 18 out of 45 parents who sometimes read English books to their child. In addition, there were 20 out of 45 parents who frequently listened to their child read in English and there were 17 out of 45 parents who frequently provided English reading materials for their child at home.
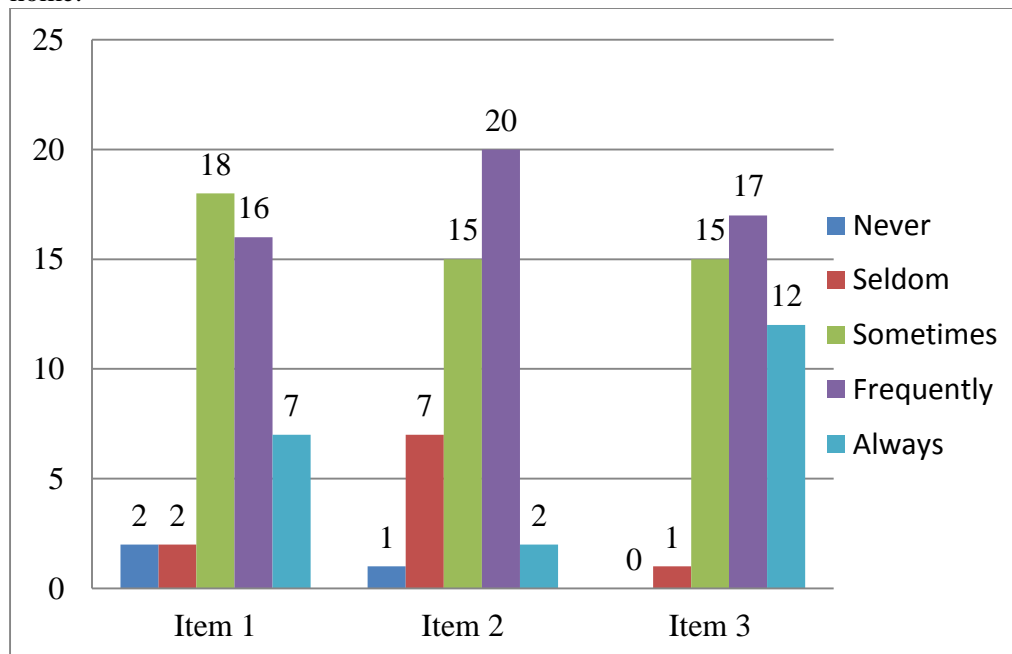
Figure.1 Parents' Responses in Reading English Together
Item 1 = Read English books to my child.
Item 2 = Listen to my child read in English.
Item 3 = Provide English reading materials for my child at home.

The examples of parents' activity in reading English together were as follows:

> I often give her an example how to write a story in English because I assume that she does not really understand how to start writing it. Afterwards, she usually wants to join me even though the words are silly and not perfect. After she has finished her writing, I usually ask her to read it (Mrs. S, R's mother).

Based on the above excerpt, parents integrated the activity of reading English together with writing activity. Parents gave an example in order to encourage their child to do such activities with them.

> She also makes her English comic and read it for me afterwards (Mrs. L, Ri's mother).

Parents also integrated the activity of reading English together with drawing activity. Parents accompanied their child in doing such activity.

> I often bought some books from the near bookstore and we read one of the books every day (Mrs. C, A's mother).

Parents help their child's activity of reading English together by buying some books and reading a book every day with their child.

> The school also helps by informing us that the school allows her to borrow a book from

> I often give her an example how to write a story in English because I assume that she does not really understand how to start writing it. Afterwards, she usually wants to join me even though the words are silly and not perfect.After she has finished her writing, I usually ask her to read it(Mrs. Sarah, Rina's mother).

gether by

To provide a bigger picture about first grade parental involvement activities within the home at X Elementary School, the overall means for eight scales in the questionnaires are presented in Table1 below.

Table 1The Mean Results

No.	Parental Involvement Scales	Mean
1.	Reading Together in English	3.6
2.	Using TV Wisely	3.8
3.	Establishing a Daily Routine	4.0
4.	Scheduling Daily Homework Times	4.0
5.	Monitoring Out-of-school Activities	3.9
6.	Talking with Their Children	4.0
7.	Communicating Positive Behaviors, Values and Character Traits	4.0
8.	Expressing High Expectations and Offer Praise and Encouragement for Achievement	3.9

3.1 Relationship between Parental Involvement and Reading Achievement

This section presents the research results of three aspects of English reading achievement in teachers' report, such as reading comprehension, spelling, and SSR. The central tendency of first grade English reading achievement wasindicated by descriptive statistics (mean, median, mode, standard deviation, range, minimum, and maximum) as shown in Table 2 below.

Table 2 Descriptive Statistics

		Reading	Spelling	SSR	Average
N	**Valid**	45	45	45	45
	Missing	0	0	0	0
Mean		7.95	8.92	7.80	8.26
Median		8.20	9.00	8.00	8.60

Mode	8.70	9.00	8.00	8.80
Std. Deviation	1.32	0.93	0.78	0.87
Range	6.30	4.20	3.00	4.00
Minimum	3.70	5.80	6.50	5.70
Maximum	10.00	10.00	9.50	9.70

On the Descriptive Statistics above, the range of means in three aspects of English reading achievement was between 7.80 and 8.92 while the mean of all reading scores were 8.26. Moreover, the range of the value appeared in this set of data was 8.00 and 9.00. There was also a small standard deviation which meant the values in the statistical data set were close to the mean of the data set. This indicated that first grade English reading achievement at XES was good.

Below presents the research results of *Pearson product-moment correlation coefficient* which was explored to determine if there was a relationship between parental involvement and English reading achievement. The degree of association between two variables in this study can be seen in the following Table 3.

Table 3 The Degree of Association between Two Variables

Scale	Reading Comprehension	Spelling	SSR	Overall Reading Scores
A	0.78	0.60	0.58	0.81
B	0.68	0.65	0.39	0.73
C	0.54	0.47	0.36	0.57
D	0.52	0.62	0.24	0.59
E	0.47	0.52	0.22	0.52
F	0.59	0.60	0.47	0.68
G	0.49	0.51	0.19	0.52
H	0.47	0.47	0.16	0.49
All Scales	0.68	0.67	0.38	0.73
Minimum	0.47	0.47	0.16	0.49
Maximum	0.78	0.67	0.58	0.81

A =Reading English Together.

B =Using TV Wisely.

C =Establishing a Daily Routine.

D =Scheduling Daily Homework Times.

E =Monitoring Out-of-school Activities

F =Talking with Their Children

G =Communicating Positive Behaviors, Values and Character Traits

H =Expressing High Expectations and Offer Praise and Encouragement for Achievement

On the Size of the Degree of Association between Two Variables above, the range of overall reading scores correlation (the average of reading, spelling, and SSR scores) was 0.49 to 0.81. Scale A scored the highest among all other scales. This indicated that the relationship between parental involvement in reading together in English and English reading achievement was high and good prediction can result from one variable to the other (Creswell, 2008, p. 365). This result was supported by the analysis on the questionnaire data from each parent. The analysis indicated that parents with low involvement in the activity of reading English together had a child with low English reading scores, whereas parents with high involvement in the activity of reading English together also had a child with high English reading scores. Moreover, scale H scored the lowest among all other scales. This indicated that the relationship between parental involvement in expressing high

expectations and offer praise and encouragement for achievement and English reading achievement was useful for limited prediction (Creswell, 2008, p. 365). Lastly, based on the statistical data, the degree of correlation between all scales of parental involvement and overall reading scores was 0.73. This can be inferred that the overall relationship between parental involvement and English reading achievement of first grade students at XES in this study was high.

To be specific, the range of correlation between eight scales of parental involvement activities and reading comprehension part was 0.47 to 0.78.Scale A scored the highest among all other scales. This indicated that the relationship between parental involvement in reading together in English and first grade English reading comprehension was high and good prediction can result from one variable to the other. Moreover, scale E and H scored the lowest among all other scales. This indicated that parental involvement in monitoring out-of-school activities and in expressing high expectations and offer praise and encouragement for achievement have a useful relationship for limited prediction of English reading comprehension.

Moreover, the range of correlation between eight scales of parental involvement activities and spelling part was 0.47 to 0.67. In this part, scale A also scored the highest among all other scales. This indicated that the relationship between parental involvement in reading together in English and first grade English spelling was high and good prediction can result from one variable to the other. Moreover, scale C and H scored the lowest among all other scales. This indicated that parental involvement in establishing a daily routine and in expressing high expectations and offer praise and encouragement for achievement have a useful relationship for limited prediction of English reading spelling.

Lastly, the range of correlation between eight scales of parental involvement activities and SSR part was 0.16 to 0.58. Scale A still scored the highest among all other scales. This indicated that the relationship between parental involvement in reading together in English and first grade SSR was high and good prediction can result from one variable to the other. Moreover, scale H scored the lowest among all other scales. This indicated that there was no relationship between parental involvement in expressing high expectations and offer praise and encouragement for achievement and English SSR. The range of SSR correlation was the lowest among all other aspects of measurement in first grade English reading achievement at XES. It was safely assumed that the SSR rubrics formulated in the third chapter caused this result of measurement.

4 CONCLUSIONS AND SUGGESTIONS

The first question about home-based parental involvement activities of XES could be answered by calculating the questionnaire results to indicate the central tendency. The central tendency was based on the mean values because the mean involves the calculation of all scores. Overall, the central tendency shows that the participants at XES gave high responses about their involvement activities at home.

The second question about the relationship between parental involvement and English reading achievement could be answered using Pearson product-moment correlation coefficient which expressed a correlation statistic between the two variables. The most significant association was found between the degree of reading English together and English reading achievement (0.81). This is consistent with previous findings (Anderson, Heibert, Scott, & Wilkinson, 1985). Moreover, the overall correlation statistic which was 0.73 showed a high relationship between all parental involvement scales and English reading achievement at XES.

Based on this study, there are some suggestions to consider by several parties:

4.1 For Parents

Although parental involvement is valuable to support the development of English reading achievement, there is a need for parents in EFL settings to feel that their efforts are making a difference in this area. Parents should keep improving their knowledge about how to help their young children in developing reading skills at home. They can go to seminars, read books, and consult with the experts in order to assist them to involve effectively at home.

4.2 For English Teachers

English teachers need to re-examine their beliefs about parents in EFL settings, their capabilities, and their interests. Instead of parents being considered the cause of their children's problems, they must be regarded as a valuable partner in the English learning process. This regard should not be limited to the programs for at-risk students in English reading but, instead, has to extend throughout the whole educational environment. Teachers are usually the first and sometimes the only contact that parents have with the school system. Their attitudes and behaviors convey to parents whether or not they are welcome and helpful partners in children's education.

4.3 For School Administrators

School administrators who have the authority in the institution should not assume that all parents in EFL settings want to be involved or all of them have the skills necessary to maximize their children's English reading achievement. It is important to give parents choices about their involvement and control over it. Programs designed to increase parents' ability to help with their children's English reading achievement according to their perceived needs and interests appear necessary for parents in EFL settings.

If school administrators are serious about improving the students' English reading achievement, they need to devise ways to help parents become more willing and effective helpers. At the system level, for example, the school and parents might work together in reviewing or revising English homework policies in English reading. At the school and classroom level, the emphasis could be on improving communication through activities such as a homework hotline, a syllabus given to the parents at the beginning of the English course, or comments on homework. It may also be helpful for teachers to send out instructional newsletters telling what activities, especially those related to English reading skills, the class is working on and suggesting strategies that parents can use to help their children.

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THE ROLE OF TRANSLATION COMPETITION IN IMPROVING STUDENTS' ENGLISH COMPETENCE: A SURVEY RESEARCH IN 2015 TRANSLATION COMPETITION HELD IN UPH LIPPO KARAWACI

Yonathan Winardi, M.Pd
Christiana Sidupa, M.Hum.
yonathan.winardi@uph.edu

University of Pelita Harapan,Lippo Karawaci
Jl. M.H. Thamrin BoulevardTangerang, 15811 Banten

Abstract

The paper describes and discusses the 3 roles of a considered new competition, a translation competition in improving students' English competence: before the competition, during the competition, and after the competition. A survey is done towards 38 participants in the 2015 translation competition held in Faculty of Education, Teachers College, UPHLippoKarawaci. The participants are college students who compete in three rounds. A new set of questions in Bahasa Indonesia is made and used in the preliminary round for 30 participants to translate in English. It focuses on the grammatical accuracy. Thus, the best 10 participants move on to the semifinal round to translate one article taken from the Jakarta post. Three adjudicators eventually select five participants to enter the final round, translating an article from Kompas. The use of dictionary is allowed during each round of the competition. Both newspapers are the final round day edition to ensure its fairness. The duration for each round is 20 minutes. A questionnaire is distributed during competition to know the participants' perception about the role of the translation competition they join. The result of the survey show that the participants enjoy and consider the translation competition is beneficial for them. Constructive suggestions from the participants are also presented in order to advance the future translation competition and as a basis for decision making whether to stop the competition or to modify it so it will be more beneficial in the future.

Keywords: 3 roles of translation competition, students' English competence, survey, college students, UPH.

1 INTRODUCTION

We cannot deny the fact that language has been considerably affected by the significant trend of globalization. With this internalization of English, English then plays an essential role in this rapidly developing world. Regarding the effect of globalization on today's translation, Wiersema (2003) stated because of the current trend of globalization, translator no longer has the absolute need to always find a translation of a term in the target language if this could make the target-language text lose credibility. These translations contribute to a better and more correct understanding of the source culture.Because of the current trend of globalization, translator no longer has the absolute need to always find a translation of a term in the target language if this could make the target-language text lose credibility. These translations contribute to a better and more correct understanding of the source culture.

In addition, he concluded that "in our globalized world, translation is the key to understanding and learning foreign cultures …" (p.6). Basil Hatim and Jeremy Munday (2004) also supported the idea as they stated that translation is an activity that is growing phenomenally in today's globalized world. Here, the study of translation, an interdisciplinary field known as Translation Studies, has also developed enormously in the past twenty years. It interfaces with a wide range of other disciplines from linguistics and modern languages to Cultural Studies and postcolonialism (p.xvii).

In the matter of language acquisition process, translation is considered as an invaluable tool. According to Cordero as quoted by Lang (2009:110), educational and professional translations are different. Educational translation is a means of learning and /or verifying comprehension while professional translation is done with the goal of getting others to understand. In this study, the researchers focus on educational translation that seeks to describe and discuss the roles of translation competition in improving college students' English competence. As a matter of fact, translation is still interrelated with grammar-translation approach, which is why it has a controversial role in the language classroom.

Cordero, furthermore, describes that translation process as a series of steps. As first step, the entire text should be read for a global understanding. The next step is called documentation. Here, the learners should familiarize themselves with the subject matter and background of historical or cultural nature. The next part of the task is to work through the text, translating paragraph for paragraph to create a rough draft. Here it is the vital that the learners are made aware of the importance of translating meaning rather than words. Finally, the translation should be compared to the original to see if the meaning holds true.

Translation itself, according to Basil Hatim and Jeremy Munday (2004), is seen as a process that refers to the act of translating and a product that refers to a written or spoken expression of the meaning of a word, speech, book, etc. in another language. The first sense focuses on the role of translator in taking the original or source text and turning it into a text in another language. The second sense centres on the concrete translation product produced by the translator.

As the English department from the UPH Faculty of Education wanted to conduct a competition that can motivate and inspire college students to learn and improve their English, the idea of having a translation competition was chosen. It is still considered new and rare to find at present among common English competition. Three rounds were set to be conducted and found adjudicators who are lecturers in the Faculty of Liberal Arts (FLA) who used to teach Translation subject.

All in all, a new competition is needed for the English department to hold. Something new and fresh is needed as commonly English competitions in town are spelling bee, presenting idea, scrabble, debating, newscasting.As a matter of fact, it is indeed that one of the ways to improve the students' spelling ability is through games. Kavaliauskiene (2000, cited in Rahayu, 2009:3) states that using games gives a special chance to students to self-assess their progress in learning vocabulary and to a teacher to assess students' progress.

2 METHODOLOGY

As indicated earlier, the purposes of the study were to describe and discuss the 3 roles of translation competition in improving students' English competence: before the competition, during the competition, and after the competition. A survey was conducted towards 38 participants, 12 male students and 26 female college students, on May 4, 2015 at 4pm as the translation competition was held in the Faculty of Education, UPH. The faculty has five programs: elementary, biology, economics, mathematics, and English education whose graduates are prepared to become Christian teachers based on their academic disciplines. Students in English education were excluded from the competition because they were the organizers of the translation competition.

This research site was chosen for several reasons. First of all, having been teaching members in the English department, the researchers could get access easily to research site and thus increase the feasibility of the study. The researchers' familiarity with the situation in the research site, as well as with the participants, was expected to lead to a more natural conduct of research than the context that normally occurs.

Below is the set of questions for the preliminary round. It has been approved by the Academic Director of the Teachers College before it eventually used. For the question for semifinal round, a piece of short article from TheJakartaPost that day edition was chosen (see Appendix 1) and for the final round, a piece of short article from Kompas, Indonesian local newspaper was chosen (see Appendix 2). All three rounds have 20 minutes for the participants to answer.

Preliminary Round   **Participant code :** _____

Neatly translate the following sentences into Bahasa Indonesia
In a separate paper (answer sheet) in 20 minutes!

1. Saya setuju dan ibu saya berdoa setiap pagi.
2. Timothy memiliki Kitab Suci yang dia baca setiap hari.
3. Maria dan anak-anaknya hati-hati ketika mereka melayani seorang orang gila kemarin malam.
4. Besok kamu harus tidak terlambat!
5. Kami bahagia berada di ibadah Minggu.
6. Saya selalu menyanyi dengan serius di kelompok sel.
7. Paulus bias menjual tenda-tenda untuk mendukung pelayanannya waktu itu.
8. Dr.Lukas dan Teofilus akan sedang bermain gitar ketika minggu depan kamu berkunjung.
9. Saya lupa bahwa Emas dan 2 barang lainnya diberikan oleh mereka kepadabayiYesus
10. Jika aku seorang Paus, aku mungkin akan sering mengunjungi Indonesia.

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3 FINDINGS AND DISCUSSION

Table 1 Survey on Participants' Preparation <u>Before</u> the Competition Day

No.	Statement	Yes	No				
1.	I actually do mind joining this competition	5	33				
2.	I prepared myself	16	20				
		Bought Dictionary	**Studied In Group**	**Read Books about Translation**	**Found out about Translation Competition**	**Others (please Write)**
3.	If yes, how did I prepare myself?			1	3	12
4.	I was highly motivated to win this competition	23	15			
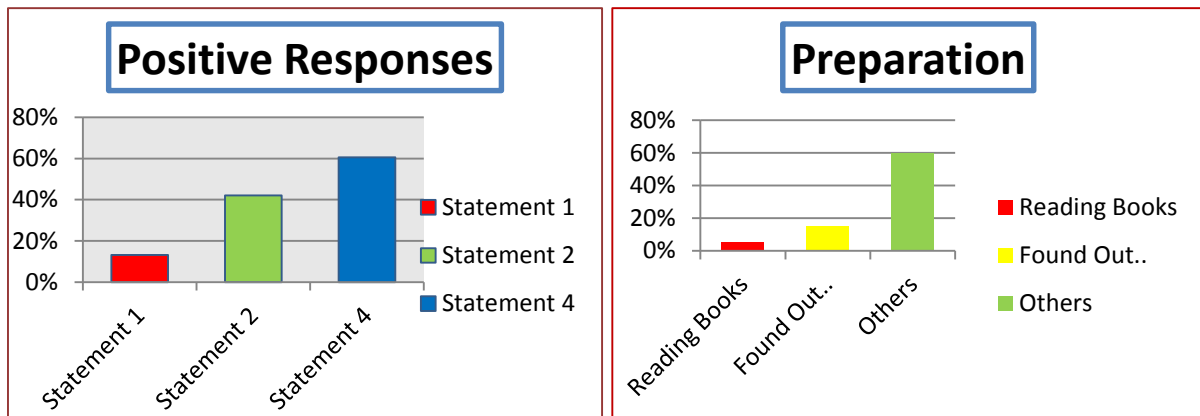
The above table shows that before 86.84% of the participants did not mind joining the translation competition (statement number 1). Next, for statement number 2, there are 16 students who prepared themselves before the competition. Furthermore, from the survey it is found out as well that 60% of the participants they prepared themselves by numerous ways (statement number 3). Some of them would do self-study by reading books and articles in English, listen to English dialogs from YouTube. 60.52% of them were highly motivated to win the competition while 39.47% were the opposite (statement number 4). In conclusion, more than 50% of the participants were willing to join the competition, equip themselves with various ways, and highly inspired to win it. Thus, though this translation competition is new, participants were quite eager and had prepared themselves for it.

Table 2 Survey on Participants' Preparation <u>on</u> the Competition Day

No.	Statement	Yes	No
1	This competition increases my awareness of the importance of English language	36	2
2	This competition increases my willingness to increasemy English	36	2
3	This competition increases my English language ability	34	4
4	For me, the competition is suitable for the students	38	-
5	In my view,this competition is boring	4	34
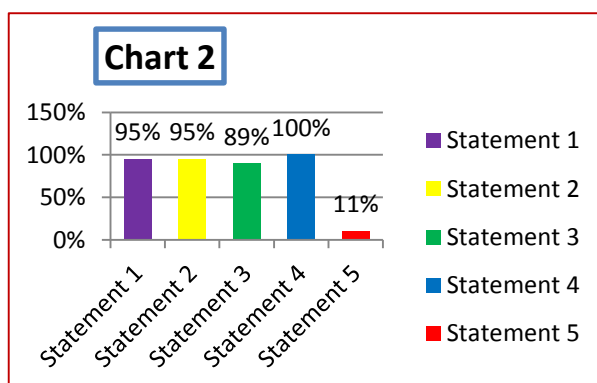
The above table shows that there are 94.73% of the participants who agree that the competition increases their awareness of the importance of English language (statement number 1) on the D-day. Next, 94.73% say that it eventually increases their willingness to increase their English (statement number 2). For statement number 3, the percentages of the students who think that the competition increases their English language ability are 89.47%. Then, all participants agree that the competition is suitable for them as students. Lastly, 89.47% of them do not think that it is boring. In conclusion, >85% of the participants agree that the competition makes them aware of the   importance   of English language, willing to improve their English, enable   them to increase their English language ability. Majority of them also perceive that it is suitable for them and not boring.

Table 3 Survey on Participants' Preparation <u>After</u> the Competition Day

No.	Statement	Yes	No
1	After this competition, I will keep studying by myself	37	1
2	After this competition, I will focus on improving my vocabulary	36	2
3	After this competition, I will focus on improving my grammar	37	1
4	After this competition, I will try to translate/practice translation myself	34	4
5	I am reluctant to join again this competition if there is next year	2	36
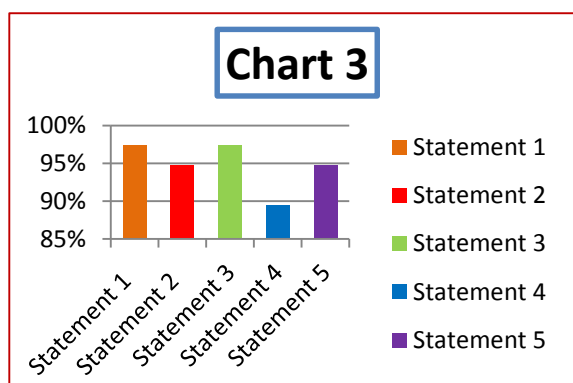
The above table shows that after the translation competition, 97.36 % of the participants will be motivated to study by themselves (statement number 1). Then, 94.73% will focus on improving their vocabularies (statement number 2). There are 97.36% out of total number of the participants who will focus on improving their grammar (statement number 3). After that, 89.47% will try to translate or practice translation by themselves (statement number 4). Lastly, if there is next year 94.73% of the students will not feel reluctant to join again the translation competition (statement number 5). To sum up, after the competition day it is found that actually most of the participants are motivated to learn by themselves and upgrade their grammar in English. It is also found that there is still a large number of the participants who feel willing to participate again in translation competition if there is next year.

Actually, there are several inputs given by the participants that will be worthwhile supposing there is next year. Some of them the committee should be very well-organised in preparing the competition, in terms of time and rundown itself, to produce the intended goal effectively. Clear and specific rubrics must be given as well to focus on desired outcome. Translation materials, in addition, should be well-structured to avoid ambiguity.More encouragement about the importance of this translation competition should be increased in order to attract more participants. Lastly, it will be better if the competition is done per cohort to make it fairer.

4   CONCLUSIONS AND SUGGESTIONS

The results of the survey show that the participants enjoy and consider the translation competition is beneficial for them. Firstly, 60.52% of them were highly motivated to win the competition. This is of course a good start for them to love and to learn English and translation. In addition, 94.73% say that it eventually increases their willingness to increase their English as they are in the competition time. Secondly, 100% of the participants consider this type competition is suitable for them as a college student. This is significant and strongly contributes in promoting the conduct of this kind of competition in the future. Lastly, a high number of participants state that this competition made them wanted to continue learning English and some features of it.

Based on this study, there are some suggestions to consider by several parties:

4.1   For English Departments

From the survey, English Departments should work harder to enhance next year's translation competition. By doing so, it will not only successfully attract more participants but also enable them to enthusiastically engage in this competition. From the participants' inputs given, well-organized preparation and mechanism of the event itself should be carefully considered.

4.2   For English Lecturers/Teachers

English lecturers/teachers may use this kind of competition in class to make new innovation for enhancing students' learning. This can also be used in senior high or junior high level with necessary modification to meet their standard.

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DEVELOPING ENGLISH FOR SPECIFIC PURPOSES LEARNING MATERIAL TO ENHANCE THE STUDENTS' CHARACTER BUILDING

Riyana Dewi
riyana_dewi17@yahoo.com

Faculty of Language and Culture – University of 17 August 1945 Semarang
Jl. Pemuda No. 70 Semarang

Abstract

The objective of this study is to develop a model of english for specific purposes learning material by using communicative approach which focuses on the students' character building. This study was conducted to help the students in the higher degree level and the students of the vocational school to get good knowledge of language use at the workplace whenever they get a job later. To achieve the objective of the study, two problems were questioned. The problems were 1) what are the problems faced by the students in the teaching and learning process of english for specific purposes subject? and 2) How is the model of english for specific purposes learning material by using communicative approach developed? This study was a research and development study. The procedure of collecting data followed several steps of need analysis, design the product, expert validation, revision, try out the product and final product (Sugiyono, 2010:409-426). The result of the product will give a valuable contribution for the teaching and learning process of english for specific purposes to enhance the students' ability in English language by using the communicative approach. The students will be brave to communicate to others by using English as an international language which is needed at workplace.

Keywords:english for specific purpose, communicative competence,character building

1   INTRODUCTION

Living in the era of globalization, which coming from all parts of the world needs to exchange information on a daily basis.The twenty-first century is characterizedby ever-increasing flow of information and technical modernization, which influence people's mobility, dynamics and constructivism. The exchange of information does not take place only in a single country but wide cooperation between countries in the fields of economics, culture, education, science and politics is developing. English has to be used in international communication both orally and in written communication, for general as well as specific needs. Consequently, there is an ever-increasing need for quality English Language Teaching, which has brought about many changes. English is still seen as a language number one at schools and a part of school curriculum. Students' interest in this language is enormous. Therefore, Indonesia, where English is a foreign language, also has to teach the citizens especially the young generation to learn English. In order to take place in international relationship, it is not surprising then; the Indonesian government has chosen English as the first foreign language to be taught in our schools, starting from the elementary schools, junior high schools, senior high schools, informal schools (LPP) up to university level.

Nowadays, English has been the main language of international communication, which becomes an integral part of most modern professions. Harding (2007:6) stated that to be able to communicate successfully in English, students of different professions are thus taught English For

Specific Purpose (ESP), whose overriding characteristics are the sense of purpose and the sense of vocation.English for Specific Purposes is a term that refers to teaching or studying English for a particular career, like law, medicine, tourism or for business in general (International Teacher Training Organization, 2005). Thus, there is a specific reason for which English learned. Hutchinson and Water (1987:18) emphasize that ESP is not a particular kind of language or methodology, but it is an approach to language learning which is based on learner need. ESP is learning and learner oriented, with a conception and preference for communicative competence. Hutchinson and Waters (1994:16) described that English for specific purposes can be further subdivided into two main types of English for specific purposes differentiated according to whether the learner requires English for academic study or for work or training (EOP/EVP/VESL: English for Occupational Purposes/English for Vocational Purposes/Vocational English as a Second Language. More, Ellis and Johnson (1994:35) added that the emphasis of ESP teaching and learning for the learners should be on performance or they should become operationally effective. Haycraft (1993:6) focused on the motivation in which the student's desire and need to learn. It is the important key for the learners.
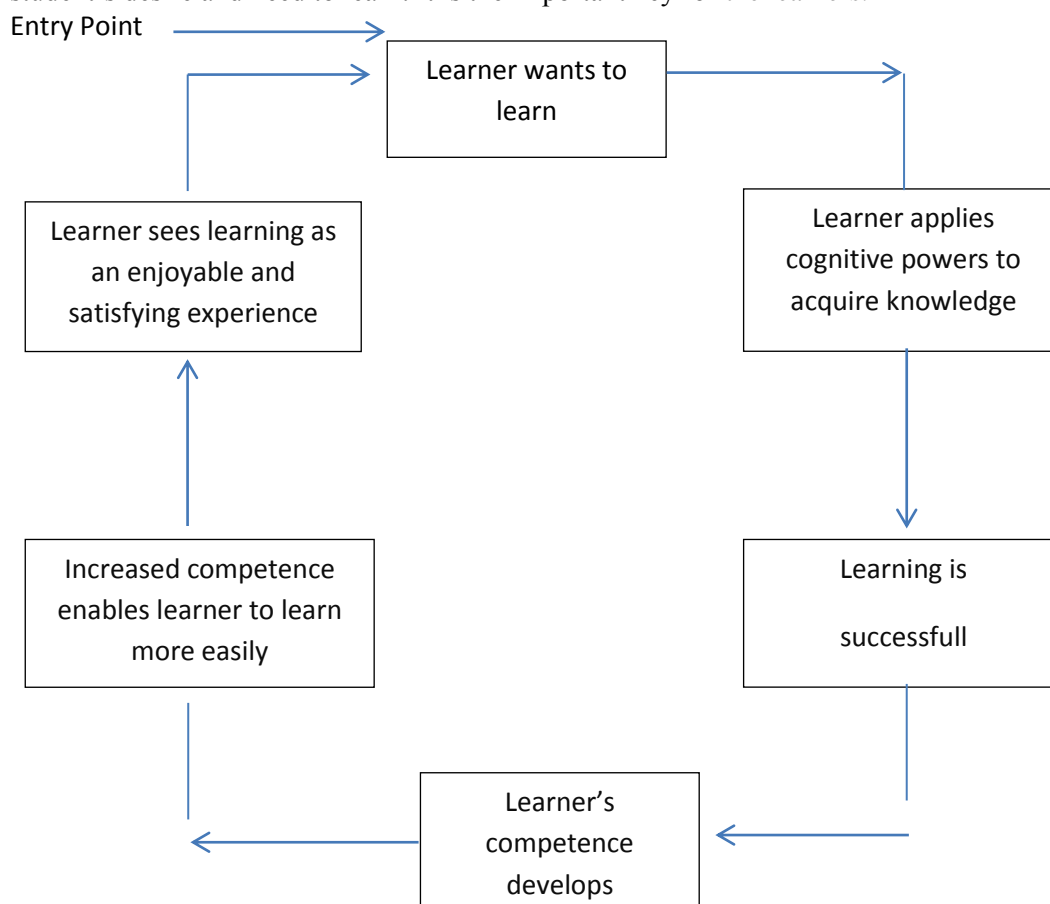
Figure 1. A positive learning cycle (Hutchinson & Waters, 1994:47)

Seeing the reasons above, the study was conducted due to the two main bjectives, namely: to find out the problems encountered by teachers in using the existing materials for teaching ESP and to develop the communicative ESP learning material for hospitality to enhance the students' character.

2   METHOD

The study of this research used the research and development approach. The major purpose of research and development is not to formulate or to test but to develop effectiveness of products for use in classes. According to Borg and Gall (2003: 570) a research and development is a research in which focused on developing and validating the use of the product of education. To get the data, the

researcher implemented the stages of research and development method, which were need analysis, product design, preliminary test, product revision, field test and finally final product.

The researcher conducted needanalysis to obtain as much information as possible in any given situation in the field and classify the performance objectives to provide a means for communicating about the goals of the ESP material developed. It includes the situation and the condition of English teaching and learning process.

Based on the results of the need analysis, the researcher, then, arranged the syllabus and the lesson plan to develop the material of communicative ESP. After the materials were developed, they were validated by the experts both the content materials expert and the expert of the language use in hospitality at the workplace. This preliminary test was conducted in order to gain some valuable suggestions dealing with the effectiveness of the materials developed. After the products had been tested, they were then revised based on the result of the preliminary field testing done by the chosen experts and teachers. At the field testing stage, the try out was conducted to know the product's practicality, effectiveness and the result of teaching ESP by using communicative ESP materials. The subjects of the try out were 25 students of D3 program at Faculty of Language and Culture University of 17 August 1945 Semarang and 30 students of LPP Graha Wisata Semarang. The subjects were chosen by using a simple random sampling. The final stage of this study was the final product which was concluded from the result of the field testing and then the final product was valuable for the teaching and learning process.
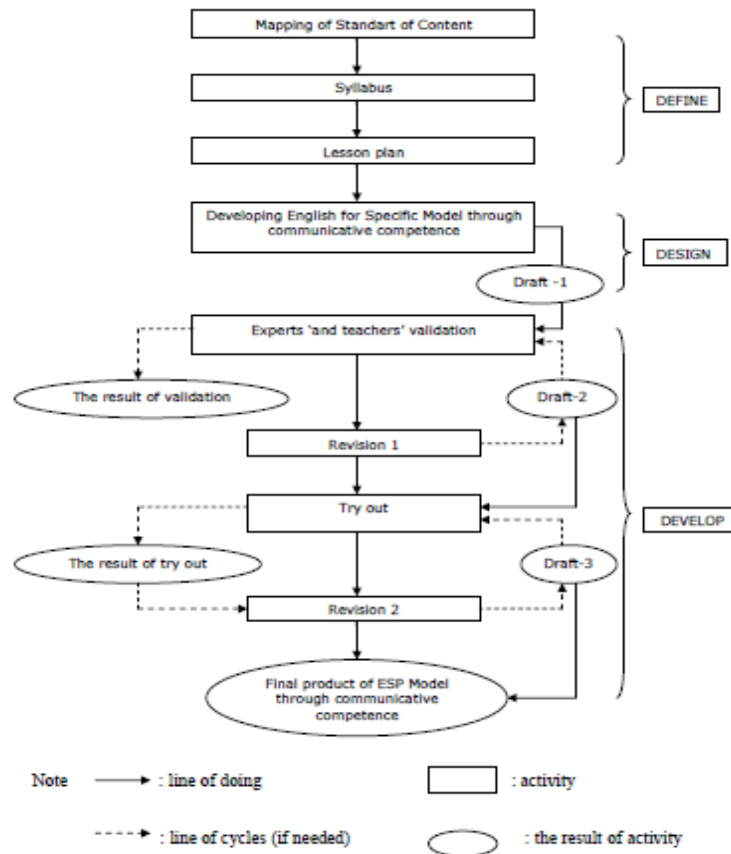
Figure2 The research procedure of the Communicative ESP material

3   FINDINGS AND DISCUSSION

In collecting the data about the problems encountered by the students in the teaching and learning process of English for specific purposes, the researcher observed the students during the teaching and learning process. In the teaching and learning process, some teachers still use the conventional material which was not communicative to encourage the students to speak. Some of the teachers

taught the students by using grammar translation method with the existing materials. The students just learned about much grammar and less speaking. A number of important things showed that the students found difficulty in understanding the materials and less confidence in speaking. They were not seriously joined the teaching and learning process, some of the students did not understand the materials, they were sleepy or chatting during the teaching and learning process because the materials were not interesting. The teachers just explained the material as the teacher-centered. They did not involve the students to be active in the class. The teachers explained then gave exercises, so the students feel bored to the materials. Instead of observing the classroom activity, the researcher also distributed the questionnaires to the students to know how important the English subject especially English for specific purposes for the students. Almost all of the sudents said that English was very important to support their job in the future.

Tabel 1 The result of need analysis of ESP Learning Process

Questionnaires Item	Agree		Disagree		Don't Know	
	Total (n=45)	%	Total (n=45)	%	Total (n=45)	%
The main language of the job is English	40	88.9	3	6.67	2	4.43
English will enable me to get a job easily	39	86.7	3	6.67	3	6.67
English will help me to work with my customers or colleagues	35	77.7	10	22.3	0	0
English will enable me to understand correspondence	35	77.7	9	20	1	2.30
English will enhance my status among friends	42	93.3	3	6.67	0	0
English will help me to get my personal development and career development	39	86.67	5	11.11	1	2.30

3.1 The Result of the ESP material development

Based on the mapping which was conducted by the researcher, it was found out that the standard of competence and the basic competence were related to the communicative ESP material for the students at university level, especially for those who joined English for Tourism and Hotel Management and learned the hospitality subject. The Standard of competences were listening, speaking, reading and writing of the basic, intermediate and advanced English for specific purposes which they understand, utter, read and write the sentences that used in the contextual situation of the student's future workplace.

The Basic Competences were 'Responding to the instruction of making communication with the guests and the customers in their daily activity at the workplace', 'responding the instructions of understanding the information related to the tourism industries, and ' responding to write their simple job description at the workplace. In addition, there were two meetings (2x100') allowed for teaching and learning process and one meeting (1x100') allowed for the evaluation. Based on the time allotment above, the writer created the syllabus and lesson plan. The syllabus was created based on the standard of the competence and the lesson plan was writen based on the syllabus. Therefore, from the syllabus and the lesson plan, the communicative ESP materials was then created. The ESP materials consisted of three units: What Do You Do, Who's Calling, please?, and Are you ready to order.

The developed materials of the ESP for the students of diploma program were given to the experts to be validated. The experts validated the materials of the English for specific purposes of hospitality subject to enhace the students' character on the contents, vocabulary and structure, suitability of the curriculum, suitability of the students and the teachers and the exercises.

Table The Result of the experts and the teachers' validation

Product	The average of the validation					
	Experts			Teachers		Average
	1	2	3	1	2	
ESP materials	3,83	3,46	3,58	3,63	3,38	3,58

3.2 The implementation of the ESP materials

To know the effectiveness and the appropriateness of the ESP materials developed , trying out was conducted. During the try out, the researcher observed the teaching and learning process. It was done to find out whether the materials were practical and whether the materials were effective to teach English especially English for specific purposes of hospitality at tourism industries. The data obtained from the try out were divided into three parts, namely from the students' point of view, from the teacher's opinions and from the students' work. The students gave responses of the materials by answering the questionnaires and the teacher's opinions was got also by asking questionnaires. And the final result of the students' work was got by conducting evaluation to the students. They did the test related to the materials given.

After the try out was conducted, all the students were asked to answer the questionnaires about the clarity of the materials. It was done to know the students' responses. Most of the students thought that the materials were good enough. Related to the assumption that the materials were easy to understand, only 9,09 % of the students considered the materials were easy to understand and 90,01 % of the students considered them excellent. Regarding to the opinions that the materials are easier than other text books, 90, 01 % of the students considered them very easy and 9,09 % of the students considered that the materials were easier than other English for specific materials.

As the trying out was finished, the teachers were given questionnaires. There were two teachers in the classroom that always teach the students. They were team teaching. Both of the teachers judged that the materials were easy to understand, easy to deliver in teaching and learning process, the materials were very interesting and attractive, and the materials were suitable for the students' difficulty level.

The students' score of the test was collected from the try out. In addition, the classroom learning mastery should also be taken into consideration. It is approved by teachers that if 80% of the students in a classroom already gain the minimum passing grade, the materials are considered appropriate for the students in terms of difficulty level and the classroom learning mastery is achieved. However, the students who have not achieved the minimum passing grade should join the remedial program.

The example of the dialogue for the speaking assesment in English for specific purposes for hospitality

Waiter : Good morning, sir. Welcome in our restaurant!

Have you reserved before?

Guest : No, I haven't.

Waiter : Well, alright sir. Excuse me for how many persons, sir?

Guest : Two please

Waiter : Please follow me. I'll show your table

Here it is your table, sir. Have a sit, please

Guest : Thanks

Waiter : Would you like to have an order, sir?

Guest : Okay. Two orange juice and two sirloin steak. Well-done please

Waiter : alright, sir. May I repeat your order? Two orange juice and two sirloin steak-well done. Anything else, sir?

Guest : No, thanks

Waiter : Well, please wait for a moment and I'll take your order.

Guest : How long does it take?

Waiter : It's about 15 minutes

Guest : Good.

4 CONCLUSIONS AND SUGGESTIONS

Based on the product developed and the discussion of the study, the result of the study can be drawn as follows: the student's positive attitudes and their opinions, the teachers' opinion of the materials developed and the contribution of teaching English for specific purposes for hospitality to enhace the students character building. The developing of the communicative ESP materials makes the teaching and learning process more attractive and effective since the students become the centre of the learning.The students showed positive attitudes and opinions on several aspects, such as:

(a) All of the students seriously joined the teaching and learning process of the ESP for hospitality,
(b) Most of the students were interestingly discussing the materials with their partners
(c) The students were so brave to ask to the teacher when they found some difficulties
(d) Most of the students had an assumption that the materials were easy to understand
(e) Most of the students thought that the instructions were easy to be understood.

The teachers' responses related to the products developed can be seen from their opinions, as follows:

(a) most of the teachers agreed that the materials were easy to understand
(b) the materials developed were easy to be delivered in the class
(c) most of the teachers had an opinion that the materials were interesting.

The contributions of teaching English for specific purposes to enhance the students positive attitutdes towards the hospitality in the teaching and learning process worked successfully, the average of the test scores were higher than the minimum passing grade and the classroom learning mastery was higher than the teachers' criteria of the classroom learning mastery. All the students were active in the student-centre classroom activity.

In line with the result of the study, suggestions are addressed to those who will conduct a similar study as well as for the teachers who will use the product, to the students and to the government. For the English teachers, it is recommended that they used the products of this study and should make sure that the students are allowed to use the materials during the teaching and learning process, the teachers should motivate the students about how to practice the ESP materials since the materials will guide them the vocabulary used in their interactions and last but not least the teachers could conduct further study to develop other English materials by employing the same model.The students are recommended that they practice communicating using English especially English for specific purposes for hospitality with fun and enjoy to support their activity at the workplace. The students should be more active and should enjoy the teaching and learning process since they can learn by themselves as the student-centered by keeping practice the dialogues given in the materials. For the government, the writer suggests and hopes that the government can help the universities and the education institution by providing the standard criteria of the English comptence materials.

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STUDENTS EFL WRITING PERFORMANCES AND THE EFFECTS OF TEACHER'S FEEDBACK ON THE PERFORMANCES OF WRITING IN PRIMARY SCHOOL

Dwi Rahayu

President University

Abstract

Teachers' feedback is one of the most important factors in assessments in relation to students' improvements. However, some feedbacks do not give the expected effects. This study mainly investigates the effects of teachers' feedback on students' writing tests. It aims at revealing the extent to which teacher feedback influence L2 writing performance by analyzing writing scores of grade 1 students in a primary school in Indonesia. Writing scores of 72 first grade students from two different classes were used in this study to find out the effects of teachers' feedback. This study analyzed two tests. The first test was the test before the feedback. The second test was the test after the feedback. Finally, both test scores were tested statistically for the effects and correlations by using T-tests. The results suggest that there are not any significant effects of the feedback on the improvements of students' writing scores. Moreover, this study also finds that teachers' feedback may not be the only cause of the absent of positive improvements of the feedback.

Keywords: feedback effect writing multiple-choice

1   INTRODUCTION

Feedback has drawn enormous attention with the emergence of process approach to writing instruction in the 1970s. Process approach regards writing as a recursive and creative process in which students are encouraged to practice (Flower & Hayes, 1981). Among those practices, feedback that teachers give to the multiple drafts of students is noticed to improve the effectiveness of writing. In addition, with the development of genre approaches to writing instructions, social context has been taken into consideration in writing in which reader-centered perspective arises (Probst, 1989). This result in feedback goes beyond merely teachers' writing notes to include multiple feedback forms (e.g. peer feedback; oral feedback). However, for those second language (L2) learners, they pay more attention to teacher feedback rather than other forms of feedback (Saito, 1994). L2 learners value teacher feedback which is crucial for their improvement of writing. Concerning the significance of teacher feedback on L2 writing, the effects of teacher's feedback has attracted numbers of interest.

This paper aims to investigate the extent to which teacher's oral feedback influence L2 writing performance by analyzing writing scores of grade one students in a primary school in Indonesia. The feedback is expected to give positive impacts on students' performance which can be seen from the improvements on the scores. The paper begins by providing literature review on key issues about teacher feedback on L2 writing. Data analysis and discussion are given followed by method. Finally, the paper ends by summarizing the main findings as well as providing suggestions for further studies.

2   REVIEW OF THE LITERATURE

The studies on students' views on teacher feedback are generally conducted through questionnaire. Two main findings are attached to this issue. First, students rate highly of teacher feedback comparing with other forms (Leki, 1991; Ferris, 1995). Second, feedback on grammatical error corrections are mostly expected by students and feedback on content is needed as well (Hedgcock & Lefkowitz, 1994).

Feedback could be given both in spoken or written forms. Studies have found that written feedback could also be given in different types and forms. Written Corrective Feedback (WCF) is usually used to give feedback on writings and focused on grammar errors. WCF could be given directly or indirectly. Direct strategy is when the errors are corrected along with the given correct answers while indirect strategy provides the clues of the correct answers without obviously giving it on the error notification. Indirect WCF is also termed as Coded WCF (Ferris, 2011). Aside of the direct and indirect feedback, the choice of focused and unfocused feedback also becomes an issue. Recent studies resulted a controversy of whether WCF should be given focusing on one or selected linguistics features of errors, or should it be given unfocused in all errors existed. Among those who argue that focused feedback gives more benefit, Bitchener (2008), Bitchener and Knoch (2008, 2009, 2010) and Sheen (2007) stated that learners could focus on one corrected feature and it is more effective for improvement of writing. On the other hand, some scholars argue the efficiency of focused feedback because in the real life students should deal with various linguistics features in their writings (Van Beuningen, 2010; Truscott & Hsu, 2008; Van Beuningen, De Jong & Kuiken, 2008).

While students in L2 writing context think highly of teacher feedback in terms of improvement on writing performance, the issue of whether the teacher feedback can be effective in the short term or the long term stays unclear. For instance, the study conducted by Ferris in 1997 found that students used 3/4 of feedback given by teachers. Only 1/2 feedback leaded to improvements while 1/3 made worse writing performances. Studies indicate students' unsuccessful responds to teacher's feedback may stem from the ignorance or misunderstanding of the commentary given by teachers (Conrad & Goldstein, 1999). Even those students, who can identify the problems, sometimes cannot find out appropriate revision (Ferris, 1997).

For L2 writing practices, numbers of attention has been drawn to the teacher's feedback which focuses on error confections. Similar with the effectiveness of teacher's feedback, inconsistent results have been found about the influences of error correction on L2 writing. There are researchers stating the uselessness of this kind of feedback. Truscott (1996), for example, advanced "correction-free approach" perspective to strongly support the view on discouraging effect of error correction. However, this unhelpful point of view is found overstated by other researchers. Chandler (2003), for instance, discovered the improvements on language accuracy after the provision of feedback on error. Fathman & Whalley (1990), in addition, noticed less lexical errors in the subsequent writing samples of students.

Despite the conflicting opinion on the effects of feedback on error, teachers still keep giving feedback focusing on error corrections, especially grammatical error corrections. The demand of the provision of grammatical error correction drives from students' expectations of higher writing accuracy. The introduction of genre approach to writing instruction extends the scope of error corrections from grammatical focus to content focus. Genre approach underlines reader-centered perspective (Probst, 1989). On one hand, this perspective leads to L2 writers' focus on their intended audiences. One the other hand, teacher's feedback is expected to address the needs of L2 writers to produce successful texts targeting their readers.

Another key issue concerning feedback effect on L2 writing is teacher stances towards writing texts and interactions with students. Bates, Lane & Lange (1993) state teacher stances towards students' texts vary under different circumstances. In addition, teacher feedback is not only limited to grammatical or content error corrections. Various commenting strategies are adopted by teachers for different purposes (Ferris, 1997). However, teacher feedback goes beyond simply informational comments. Well-established interactions between teachers and students can promote writing effectiveness (F. Hyland & K. Hyland, 2001). One way of establishing this kind of interactions is through mechanisms (e.g. cover sheets and questionnaires). The use of mechanisms enables teachers to cater for individual feedback preferences in order to facilitate commentary effectiveness (Goldstein, 2004). Furthermore, the choices of suitable feedback language are worth noticed. Criticism can discourage students while praise may result in students' misunderstanding of the commentary. Therefore, a balance of negative and positive feedback should be achieved.

In conclusion, from the studies of feedback on L2 writing, there has not been a study on the effect of feedback on multiple-choice type of questions given to elementary school students as which this study aims to research on.

3   METHODOLOGY

The paper aims to investigate whether there is an effect of teacher feedback on L2 writing. The research questions are presented as follow:

1. Do students score differently in the pre-test and post-test?
2. Is there any effect of teacher's feedback on the improvement of the scores (between pre-test and post-test)?

3.1   Participants and Settings

72 grade one students, 37 males and 34 females, from a primary school inIndonesia are involved in this study. These grade one students with average age of seven are new to the primary school and are enrolled in English class, in which writing lessons take up three hours a week and last for six months. All these grade one students are native Indonesians regarding English as their second or foreign language and are randomly distributed to the classes. Generally, these students have been receiving English writing lessons previously, the time when they were in Kindergarten. Basic English writing contents were taught at that time (e.g. the lessons on color, of number and of a person). In elementary school, the similar topic lessons are covered in their first semester, however, the level of difficulty is higher as they were introduced to pronoun and the number of questions is also greater in elementary school. There are six months of learning in the first semester. The data we use in our study limits to the ones elicited from the first three months of semester one. Three English writing lessons are taught in this period; those are lessons of introductions, things in the classroom and parts of the body. Those are the topics covered in both pre-test and post-test.

3.2   Instruments

Students had to take two tests; pre-tests and post-test. The pre-test was done three times on different times and post-test was done once. However, pre-test and post-test both tested the same lessons and had the same number of questions. Therefore, there are all 30 questions in the pre-tests and equally the same number of questions in the post-test. Both pre-tests and post-test cover three lessons and each lesson has 10 questions. Hence, there are 30 questions in pre-tests and 30 questions in post-test. In addition,pre-tests and post-test are at the same type: multiple-choice. Since the participants are lowEnglish proficiency learners, the design of the text caters for students with low level of difficulty, at the meantime, meets the need of evaluation of students' writing performances. In addition, the questions for each test are even.

3.3   Procedures

There are three lessons in total in the first three months of semester one. Each lesson takes up 8 hours of teaching and then a writing test is provided targeting each lesson. Students' scores of these three writing texts are perceived as raw datas for our preparation of pre-test scores. Then, an average score of three writing scores for each student are calculated as pre- test scores. A week after each pre-test was taken, teacher's feedback on errors that the students made was provided both directly (written) on the test papers and direct oral feedback. The direct written feedback was done individually on each test paper, while the direct oral feedback was given chorally to all students in the classrooms. In the same semester, with more or less 2 weeks interval, the mid semester was conducted. The scores of the midterm text are considered as post-test scores. After that, midterm test scores are used in comparison to the post test scores to exam the effect of feedback of all these three lessons.

4   RESULTS AND DISCUSSIONS

Research Question 1 and 2 :

1. Do students score differently in the pre-test and post-test?

From the descriptive statistics shown below in Table 1, it indicates that the students score differently in the pre-test and post-test. The mean of pre-test is higher than the post-test. The minimum score of the pre-test is 73, while the minimun score of the post-test is 45. In addition, the

highest score of the pre-test is 100, while the highest score for the post-test is 98. In terms of the highest scores, both tests only has a slight difference. The mean score is different, the pre-test's mean score is 92.11, while the post-test's mean score is 85.19

Table 1. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
pre-test	72	26	74	100	92.11	6.630	43.959
post-test	72	53	45	98	85.19	10.688	114.243
Valid N (listwise)	72						

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**pre-test**	92.11	72	6.630	.781
	post-test	85.19	72	10.688	1.260

Table 3. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	**pre-test - post-test**	6.917	8.008	.944	5.035	8.799	7.329	71	.001

As for the difficulty, differences between pre-test and post-test, post- test is more difficultfor the participants with wider score distributions (Std. Deviation=10.688 and variance=114.243). From this result, it is indicated that spread of the scores in pre-test are more closely to the mean (Std. Deviation=6.630 and variance=43.959) compared to the post-test. In this study, the participants are dependent for both tests. With the same people doing the tests with the same topic repeatedly, it could be assumed that in post-test, more participants found it as more difficult (the lowest score in post-test is smaller compared to pre-test) compared to the students in the pre-test because the number of students who achieve scores near the meanpoint is higher in pre-test. The result of t-test indicates the means of pre-test and post-test scores are different significantly with result t(71)=7.3, p: .001. (table 3).

Table 5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	**pre-test & post-test**	72	.664	.001

In table 4, post-test and pre-test are correlated significantly. It is interpreted as post-test and pre-test are correlated. It indicates that both tests have similarity. It is possibly related to the same number of questions and that both of the tests have the same test type: multiple choice. Pre-test and post-test are also correlated because they cover the same lessons. The significant value of $r = .664$ at $p<001$ (table 5) means that if a student get 100 in pre-test, he or she is likely to get only 66% possibility to get the same score in post-test. The result also shows that not all students, but only 66% students' scores decreased at the same level. The other students' scores decreased more than the level.

Research Question 2 :

2. Is there any effect of teacher's feedback on the improvement of the scores (between pre-test and post-test)?

Table 1 shows that students' scores on post-test are lower than their scores on pre-test. The mean of the pre-test is 92.11, while the mean on post-test 85.19. By the result, it could be assumed that the feedback does not give any effects on students' improvements (scores). But, the writer interprets it with careful consideration. There are some other aspects other than the ineffective feedback which possibly give effects on decreasing scores. Some interpretations that come up from the results in relation to external factors. Firstly, the pre-tests, which were done in three sections: test on introduction, test on things in the classroom and test on parts of the body, were done better by the students. It is because the students did a test which focused only in one lesson at a time. The time gap between one lesson test and another is three weeks. Therefore, they have a long time to focus only on one lesson. The result is better scores in pre-test compared to post-test. Since post-test concentrates on all three lessons in one test, the testing and revision pressure on each student are higher than the one at the time they take each lesson test separately in the pre-test. In post-test, students should focus on the lessons which were tested at the same time.Regardless the feedback they had from the teacher, the time interval from the pre-test to post-test was around two weeks and it seems to affect the scores. In quite a long time interval, there was a possibility of students forgetting the feedback. In addition, the feedback was done a week after each pre-test. It makes the length of interval between the feedback of the first pre-test to the post-test exceeded. This condition would possibly affect to the decreasing scores in the post-test.

5   CONCLUSION

In this study, teacher's feedback on students' writings does not give positive effect on students' writing performances. The scores on pre-test are higher than the scores on post-test. It was stated before that there were many aspects which possibly affect the scores. Conrad & Goldstein (1999) indicate that students' unsuccessful responds to teacher feedback may stem from the ignorance or misunderstanding of the commentary given by teachers. Thus, the ignorance is possibly one of the reasons of the ineffective feedback. One of the most possible cause of ineffective feedback is that the pre-tests (test on the three lessons) were done separately while the post-test was done at on time and both of them cover the same lessons. However, this kind of tests and timings are common in many schools, even at the   university levels where small assignments based on only one lesson are given to the students before they have midterm test or final exam which cover all lessons that have been taught. Therefore, this is how the tests are usually conducted in almost all institutions. From here then, the kind of feedback and how the teacher gave the feedback is an important point of the results. Lastly, the writer concludes that the time interval between feedback and a re-rest affects the test results significantly. Thus, a re-test should be given in a short time after a feedback for the maximum positif effects.

The limitation of this study is that there was not any classroom observation study to investigate in depth on each of the feedback that the teachers' gave. The information about the kind of feedback in this study was conducted through email. Therefore, future study on classroom observation is needed to investigate more about it.

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THE IMPLEMENTATION OF SIOP MODEL IN TEACHING ENGLISH AT MECHANICAL ENGINEERING

M. Zaim
mzaim_unp@yahoo.com

Universitas Negeri Padang
Sri Yuliani
sri_dichart@yahoo.co.id

Universitas Islam Riau

ABSTRACT

SIOP (Sheltered Instruction Observation Protocol) is a model of teaching works for teachers of all students, especially EFL students. SIOP can be used to improve academic content skills and language skills. The implementation of this model requires authentic use in a context rich environment that is different with other teaching model. Mechanical Engineering students need the context rich environment in the form of workshop, machinary tools, manuals, and procedures of work which stimulate the learning experience of students in learning English. The purpose of this study was to find out the effectivity of SIOP Model in teaching English at Mechanical Engineering. The study usedquasi experiment research by analyzing pre-test and post-test of English. Data was gathered from 30students of Mechanical Engineering programs by using test of English consisted of listening, speaking, reading, and writing skill. The data revealed that there was a significant effect of students' achievement in studying English for Mechanical Engineering students. The analysis of each score had helped the researcher todiscover the effectivity of SIOP Model in teaching English atMechanical Engineering.

Key words: SIOP Model, Mechanical Engineering, teaching English

1 INTRODUCTION

The core competence needed for mechanical engineering students was the ability of students to comprehend the simple operational procedures in work places that are delivering in English for productive skills (speaking and writing) and receptive skills (listening and reading). Most of the learning contents related to mechanical engineering should be considered in deciding English teaching for the students. In reality, teaching English for mechanical engineering students still concerned with general English while the need is English for specific purposes. As a result, some students still faced difficulties in understanding mechanical engineering texts when they studied content knowledge because most of the manuals were written in English. Therefore, English teachers should prepare the learning materials suitable to achieve the goal of learning and provide the lesson in a meaningful context of learning using authentic learning materials.

Preparation of lessons and providing direct support for language acquisition are important to the language learning process (Abrams and Ferguson, 2005). Furthermore, Squire (2007) states that teachers can purposefully structure lessons to improve their students' higher-level thinking skills without compromising a respectful environment‖. Lecturers can help students develop those higher-level thinking skills by incorporating many avenues to acquiring content knowledge and English language. Moreover, Abrams and Ferguson (2005) propose several ideas in helping students,

    (a)   students can learn together, each sharing his or her individual gifts
    (b)   provide direct support for language acquisition
    (c)   help students adapt to new teaching and testing styles

(d)   respect cultural diversity and individual learning styles
(e)   address learning problems and emotional needs
(f)   provide hands-on, active instructional support
(g)   make time to develop linguistic fluency.

The process of learning should maximise the oppurtunity of students to practise the language and using materials relevant to the content knowledge by using appropriate method of teaching.

To understand appropriate methods in which students should be exposed, providing lecturer with resources, such as strategies to assist them in teaching students is important. Howard (2007) states that educators of all cultural groups need to develop new competencies and pedagogies to successfully engage the changing population. Although making instruction comprehensible to these students may seem like an impossible task at times, a number of strategies and techniques exist for social and technical studies lecturers to use to reach students at various stages of language proficiency (Cruz et al., 2003).

By giving appropriate teaching and learning strategies, students can learn in a multitude of ways to be effective in the classroom. For instance, Gardner's multiple intelligences theory allows students to apply personal strengths to overcome their weaknesses (Gardner, 1991). Creating opportunities for students to use their unique abilities to demonstrate success in the classroom is vital. Carnell (2005) states that students need learning to be enjoyable and engaging, to be trusted and given responsibility for their learning, and given more opportunities to learn with others. To do so, lecturers must be willing to explore ways to incorporate student's individual needs in the classroom.

Gardner (1991) stated that there is ample evidence that some people take a primarily linguistic approach to learning, while others favor a spatial or a quantitative tack. Until lecturers provide students with the possibilities of encompassing their individual approach to learning as Gardner (2006) suggested, the students do not believe lecturers consider their personal interests. Creating a personal interest in each student is important to the value a student puts on education. Investing personal interest in students whose primary language is not English is as much significant to their learning.

Rogers (1995) states that the process of innovating new ideas begins with recognition of a problem or need, which stimulates research and development activities designed to create an innovation to solve the problem or need. A need exists to provide lecturers with content-based strategies to instruct students appropriately to ensure they comprehend social and technical studies instruction. Content-based instruction as defined by Cruz et al. (2003) is an approach to teaching subject matter. Subject area lecturers ask themselves how they can teach their students (Dong, 2004). Cruz et al. (2003) describe the goals of content-based instruction as a way to provide comprehensible instruction, ensuring that students understand the content of the lesson through modified communication and teaching or assessment strategies, including native language support, and promote English language development through providing comprehensible instruction that enables students to connect the meaning and form of language, as well as by providing numerous opportunities for meaningful language use in interaction with peers who more proficient in English and/or with the lecturer.

Based on the literature review above, the researchers can conclude that the appropriate method of instruction addressed to meet the learning needs of students at mechanical engineering is the sheltered instruction observation protocol (SIOP) model. SIOP is an educational model and procedure that focuses on teaching language through a content-based approach. SIOP Model can be applied in teaching mechanical engineering students. The SIOP model incorporated many of Gardner's (1991) multiple intelligences. Incorporating multiple methods or strategies based on constructivist elements into lecturers' lessons has benefits, and the SIOP model supports each of these elements. DeCapua, Smathers, and Tang (2007) suggest that lecturers can create lessons that are standards based yet suitable for students' various ability levels. Echevarria et al. (2008) describe Pearson's model as a scientifically-based, research-driven approach that uses sheltered instruction to teach English students, which is a practical approach to teaching subjects in a way that make the concepts easier to understand while strengthening the student academic English development. Through this approach, students gain knowledge in a way they can understand regardless of the time it may take them to learn academic and English language.

SIOP model has some steps in teaching English. First, SIOP model develops detail steps of teaching English. Second, it contains the instructions that help students to comprehend the procedures and operational steps. Third, SIOP consisted of eight components, they were Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice & Application, Lesson Delivery, and Review & Assessment (Echevarria, Vogt, and Short, 2004).

Constructivism and Pearson's SIOP model supports each of these ideas in helping students. Fostering constructivism into the classroom and implementing the SIOP model can be accomplished in a number of ways. Both constructivism and the SIOP model are beneficial to students as they build students' personal interest within the classroom and create strategies for success (Gardner, 1991). Building personal interest can be accomplished through sheltered instruction. Sheltered instruction allows lecturers to modify their teaching to make content understandable for students while promoting their English-language development (Echevarria et al., 2006). Thus, creating a sheltered approach to instruction could promote comprehensible input for students while lecturers incorporate appropriate methods to teach ELLs. Sheltered instruction refers to students being sheltered in that the lecturer modifies the academic material to make it comprehensible for students (DeCapua et al., 2007).

During sheltered instruction, lecturers present content in ways that enable students to learn the academic material as they work on English proficiency (DeCapua et al., 2007). Not only do lecturers present content in various ways, the strategies used during sheltered instruction are numerous. Additionally, through sheltered instruction, lecturers provide the comprehensible input necessary for students to succeed. The SIOP model provides opportunities to incorporate into daily lessons the collaborative, active, and cooperative learning elements of constructivism. The SIOP features that lecturers should create in their lesson planning include preparation, scaffolding, grouping options, integration of processes, application, and assessment.

According to the SIOP model, when lecturers prepare a lesson, they should first consider the content and language objectives by making the learning meaningful for the student (Echevarria et al., 2008). For example, task-oriented projects and small group activities replace traditional note taking and individual worksheet assignments (DeCapua et al., 2007). Supporting students through any means to help them be successful in the classroom is important. Lecturers incorporate supplementary materials, meaningful activities, and adapt content for students (Echevarria et al., 2008). Additionally, incorporating other strategies into lessons promotes success for students. As supported by the SIOP model, strategies such as role playing, hands-on, pictorial representations, performance-based assessments for individuals, portfolios, oral reports, and group or individual projects are used to enhance student understanding of key topics, issues, and details in content concepts being taught (Echevarria et al., 2011). Bandura's (1977) social learning theory supports these strategies. Through observing others, students learn to model behaviors as observed in others and later use the ideas formed as a guide for action (Bandura, 1977). Appropriate modeling for students provides a powerful tool to demonstrate the idea of scaffolding as a part of sheltered instruction.

During scaffolding, lecturers provide personalized supports to students to help students succeed (Carolan & Guinn, 2007). Scaffolding can be accomplished through the SIOP model. The implementation of the SIOP model is one key to improving the academic success for students (Echevarria et al., 2008). Furthermore, when lecturers use the SIOP lesson planning as a guide, they offer students an advantage in understanding the content and language objectives vital to their growth as students.

This paper aims to find out two things

(h) the implementation of SIOP model in teaching English at mechanical engineering
(i) the effectiveness of SIOP Model for teaching English at mechanical engineering.

2   METHOD

The type of this research was quasi-experiment research. The researcher used pretest-posttest group design (Creswell, 2003 and Gall, Gall, & Borg, 2003) as follows:

Class	Pretest	Treatment	Posttest
A	O1	X	O2
B	O1	Y	O2

Pretests (O1) weregiven to experimental group (class A) and control group (class B), interventions (X and Y) were implemented and posttest measurement (O2) was made. O1 was the English ability of mechanical engineering students before the implementation of SIOP Model, X was SIOP Model implementation, Y was conventional teaching, and O2 was the English ability of mechanical engineering students after the implementation of SIOP Model.

The population of this research was the mechanical engineering students who were taking English at Universitas Islam Riau registered in 2014/2015 academic year. The total number of the population was 114 students consisted of three classes namely M1, M2, and M3. The researcher used random sampling technique to choose one experimentclass and one control class. The classes chosen were M1 as control class and M2 as experimental class which each was consisted of 30 students.

To collect the data, the researcher used two instruments, observation and test. Observation was used to know the implementation of SIOP Model. Test was used to know the students' achievement before and after teaching learning process. The test was arranged based on the learning materials applied in teaching learning process using SIOP Model. The research was done for three months (12 meetings), from October 2014 until December 2014.

The data from observation of teaching English using SIOP Models were described descriptively, while to find the effectivity of this model in improving students' ability the scores of the achievement test were analyzed statistically by using t-test.

3   FINDINGS AND DISCUSSION

This research was done to find out two things;

(a)   The implementation of SIOP model in teaching English at mechanical engineering
(b)   The effectiveness of SIOP Model for teaching English at mechanical engineering. The findings of this research can be explained as follows.

3.1   The Implementation of SIOP Model in Teaching English at Mechanical Engineering

Before implementing the SIOP Model in teaching English at mechanical engineering, the researcher developed learning materials that followed the steps of teaching based on SIOP Model. The learning materials were developed based on the syllabus. There were seven topics in the learning materials: *Engineering, Materials, Drilling Machine, Automotive Engine, Welding Machine, Lathe Machine, and Health* and *Safety at Work*. Each topic was arranged based on the steps of SIOP Model. It can be seen in table below.

Table 1: The content of students' learning materials based on SIOP Model

No	Activities	Steps of SIOP Model
1.	**Lesson Preparation**	Lesson Preparation
	A. Basic Competence	
	B. Content Objective of Learning	
	C. Language Objective	
II	**Parts of Activities**	Building Background Comprehensible Input
	A. Reading Activity	

	B. Writing Activity	Strategies
	C. Speaking Activity	Interaction
	D. Grammatical Review	Practice and Aplication
	E. Listening Activity	Lesson Delivery
III	**Evaluation**	Review and Assessment
	A. Performance Test	
	B. Written Test	
	1. Listening Section	
	2. Reading Section	

To implement this model, the researchers applied two teaching strategies: SPQRS and Graphic Organizer. SPQRS (Survey, Question, Predicting, Reading, Respond, and Summary) is a reading strategy. Starting with survey activitym the students were asked to look for the key words in the passages. Question activity, the lecturer attracted the students to raise questions that the students had about the text, shared them with the group and wrote down a few questions that the students will answer while reading. Next is predicting activity, the lecturer asked the students to think about what is the important idea and information of the reading and wrote prediction of temporary summary. In reading activity, the lecturer and the students were reading the text to find out the key information and idea. Respond activity, the activity held by the lecturer and the students in the form of discussion in groups to answer the questions that they found while reading the text. Summary activity, the students wrote to summarized the information that was just read. SQPRS is a collaborative learning strategy to promote students to be active in the teaching-learning process.

Graphic organizer was used during writing and listening activities. The lecturer read the reading passage aloud to the students, and each group member completed the graphic organizers. The graphic organizer helped the students to write the process and procedures of mechanical in sequence order.

The following were the steps of SIOP Model implementation during teaching and learning process. There are eight steps as follows.

3.1.1 Lesson Preparation

Lesson preparation focused on preparing steps of teaching. The lecturer defined the lesson objectives for both content and language objectives which identified specific content and language skill that the students should know or be able to do as a result of learning. Lesson preparation also involved using supplementary materials by providing some sources to be used like movie from you tube about the process and procedure of mechanical engineering.

3.1.2 Building Background

Building background component was accomplished by linking students' prior experiences (some of mechanical engineering students were from vocational high school) to the lesson objectives resulting in greater understanding of the lesson. Preteaching vocabulary found in the text aided by visual materials help provide multiple exposures to key terms and concepts. The exposure of new vocabularies helped the mechanical engineering students to comprehend the reading text.

3.1.3 Comprehensible Input

The Comprehensible input component, the lecturer helped the students to acquire correct English pronunciation. The lecturer used many techniques including the use of modeling in the mechanical workshop, visual aids, and hands tools also mechanical tools in the activities of four language domains of speaking, reading, listening, and writing in the classroom and the workshop.

3.1.4 Strategies

The Strategies component, in this step, the lecturer promoted critical thinking skills using metacognitive, cognitive, social, and affective strategies which promoted self monitoring, self-regulating, and problem solving. In this case, the lecturer helped students with using many strategies

to acquire the four language skills listening, speaking, reading and writing by providing the students with many worksheet and procedural of mechanical process. These activities led the students to be more creative and intrigued the students to learn more.

3.1.5   Interaction

The Interaction component led by the lecturer in the classroom, in the workshop, and outside the class. The variation activities promoted the interaction more intensively doen between lecturer and students, students and students. The lecturer provided variative interaction form group work, pairs, project works, and problem solving.

3.1.6   Practice and Application

The Practice and Application component, during the observation, the lecturer led the students with authentic tools and equipment from mechanical workshop and mechanical tool usage. The process and procedures of mechanical in the form of manual helped the students to practice and apply the real working condition in the production line systems. The variation team works have been used by the lecturer to proide the students to practice the language. In this step was given big opportunities for every students in mechanical engineering to get involve with the process of English practice both written and spoken.

3.1.7   Lesson Delivery

The Lesson delivery component, during the observation, the lecturer followed the lesson plan in details. The lesson plan was designed by the lecturer before teaching and learning process in the classroom or in the workshop. The lesson delivery was done quiet well and the combination of variative strategies and approach already helped the students to get involve more than 90 percent attendance.

3.1.8   Review and Assessment

The Review and Assessment, based on the observation, the component of content and topic discussed and practice during English subjcet was refer to the comprehension of whole package of the activities from the beginning of the class and in the middle of the class. The lecturer given some evaluation in form of project team work if the students should prepare their onsite observation and they should present their team work in form of written paper and presentation of their problem solving case in the process of machine in the workshop. It was accumulated of the integrative skill comprehension activities to led the mechanical students to be more active.

From the eight steps of teaching English using SIOP Model, the researchers found that all students got involved in all activities created by the lecturer. Students could practice their language orally, and they were also able to write text in English related to task given by the lecturer based on the topics given. The ability to listening and reading also increased since there were many task related to these two skills. These four skills were taught integratedly in every meeting, and their grammar and vocabulary were improved.

3.2   The Effectivity of SIOP Model in Teaching English for Mechanical Engineering

After implementing the SIOP Model in teaching English at mechanical engineering, the data of pretest and posttest from the experimental class and control class were analyzed. The result of students' scores in this study can be seen in the following table.

Table 2: The mean scores of pretest and posttest and t-test result of English test

No	Class	Pre- Test	Post -Test	Gain Score	T-Test	T-Table	Remarks
1	Control	58	65	7	0,49	2,04	Low/No effect
2	Experiment	59	79	20	13,213	2,04	High/SIOP has effect

The table above shows that the students' score at experimental class increased significantly in English test from the mean score of pretest 59 before implementing SIOP Model to be 79 at posttest after implementing the SIOP Model. It means that the students got improvement in English at the process

of teaching and learning by using SIOP Model. The t-test analysis also shows that for control class t-test < t-table, while for experiment class t-test > t-table. It means that SIOP Model gives significat effect on students' achievement at mechanical engineering. So, it can be concluded that SIOP Model is effective to increase the students English achievement at mechanical engineering.

The following table shows the achievement of mechanical engineering students in pretest and posttest of speaking, writing, reading, and listening

Table 3: The mean scores of pretest and posttest of speaking, writing, listening, and reading skills

No	Class	Pre- Test				Post -Test			
		Listening	Speaking	Reading	Writing	Listening	Speaking	Reading	Writing
1	Control	55,71	67,50	57,14	61,07	60,17	71.89	68,25	66,07
2	Experiment	57,00	67,80	57,73	65,33	79,60	80,00	79,60	80,17
Different Score		1,29	0,3	0,59	4,26	19,43	8,11	11,35	14,1

The table above shows that the students' scores in control class increased a little bit in all skills in English after implementing conventional teaching strategy. It means that the students got improvement in English at the process of teaching and learning by using the conventional teaching strategy. The table above also shows that the students' score increased significantly in listening, speaking, reading, and writing skill after implementing SIOP Model. It means that the students got improvement in English at the process of teaching and learning by using SIOP Model. The researcher concludes that SIOP Model significantly influence the students achievement based on the pretest and posttest scores.

Table 4: The result of t-test for control class and experimental class

No	Test		Control	Experiment	t-test	t-table	Remarks
1	Listening	**Pre-Test**	55,71	60,17	0,493	2.04	Low/No Effect
		Post-test	60,17	79,60	13,213	2.04	High/SIOP has Effect
2	Reading	**Pre-Test**	57,14	57,73	0,096	2.04	Low/No Effect
		Post-test	68,25	79,60	9,534	2.04	High/SIOP has Effect
3	Speaking	**Pre-Test**	67,50	67,80	0,141	2.04	Low/No Effect
		Post-test	71.89	80,00	6,135	2.04	High/SIOP has Effect
4	Writing	**Pre-Test**	61,07	65,33	0,701	2.04	Low/No Effect
		Post-test	66,07	80,17	7,186	2.04	High/SIOP has Effect

From the table of t-test above, it can be seen that the result of t-tests for all English skills are bigger than t-table (t-test > t-table) in experimental class, while in control class t-test < t-table. It means that SIOP Model gives significant effect toward the improvement the four skills of English (listening, speaking, reading, and writing). It can be concluded that SIOP model is effective to increase the achievement of mechanical engineering students in English.

The findings for the implementation of SIOP Model in teaching English at mechanical engineering and its statistical analysis which proved that SIOP Model is effective to increase students achievement of English is in line with the research done by DeCapua et al (2007). They state that SIOP works well for English language learners with gaps in the formal education. It is also in line with the research done by Bassiri (2012) that SIOP Model has impact on academic literacy and language development in Iranian classroom context.

Other researches also support the effectivity of SIOP Model in teaching English which were done by previous studies by Echevarria, Richard-Tutor, and Short (2011), Miner (2006), Ardisana (2007) and Dennis (2004). Their researches have shown that the SIOP model appears to be effective for elementary and middle school teachers and their ELLs. The finding of this research is also supported by another study by Echevarria et al (2004). They did a research-based approach for lesson

planning and delivery using sheltered instruction strategies that are proven effective in addressing the academic and English language needs of English language learners at all grade levels.

4   CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussion, the researchers conclude some points related to the implementation of SIOP Model in teaching English at mechanical engineering especially in teaching English for Specific Purposes.

1. The implementation of SIOP Model in teaching English for mechanical engineering students is considered relevant to increase students ability in English. SIOP Model can be implemented well in teaching English at mechanical engineering by combining content based and task based approach or content knowledge and language ability.
2. SIOP Model can be implemented effectively in teaching English for mechanical engineering students which integrate the four English skills. By integrating the four English skills, students' ability to use English for communication and students' understanding on content knowledges can be achieved.
3. It is suggested that English teachers who teach English for non English Department students can apply SIOP Model to create more activities that enable students to practice their English in class and to increase students achievement in the subject taught.

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USING MULTIPLE INTELLIGENCES THEORYTO FACILITATEPRE-SERVICE ENGLISHTEACHERS'DEVELOPMENT OF IDEAS AND CREATIVITIES IN UTILIZING INSTRUCTIONAL MEDIA

Uun Muhaji

uun.muhaji@gmail.com

Kanjuruhan University of Malang
Jl. S. Supriyadi No.48 Malang

Abstract

The candidates of English teachers or pre-service English teachers in Indonesia are faced with challenges in the growing world of education. They must have a good provision and adequate capabilities in planning and implementing teaching-learning activities. Therefore,the courses they take in the Faculty of Education in which they are prepared as prospective and competent teachers in the field,should be designed in a way meeting those needs.However, in teaching English as a foreign language, developing ideas and creativities are in fact considered difficult; one of which is developing ideas and creativities in utilizing instructional media for teaching English.EFL teachers in Indonesia tend to employ the same instructional media in almost all learning activities they engage. This pattern triggers negative impact on learners' motivation and achievement. This Classroom Action Research (CAR) is thus implemented of which aim is to determine how the theory of Multiple Intelligences can facilitate the development of ideas and creativities of the students of English Education Department of Kanjuruhan University of Malang in utilizing instructional media in teaching English. The findings show that by using the theory of Multiple Intelligences, the pre-service English teachers are able to develop their ideas and creativities in utilizing instructional media for teaching English. Theory of Multiple Intelligences opens wide possibilities for teachers to develop their ideas and creativities in utilizinginstructional media because instead of using the same media all of the time, alternatively there are other eight media selections available based on the existing eight types of intelligence.

Key words: Multiple Intelligences Theory, Ideas, Creativities, Instructional Media.

1   INTRODUCTION

Challenges to be faced by the students of the Faculty of Education in the real world of education later when they have to apply the knowledge they have learned during their education in college are getting heavier. This is caused by the growing world of education, especially in Indonesia. Development taking place is not something that can be avoided, but must be faced. Developments in the world of education are parts of the future competence needs, the demands of work, the development of science and technology, and also the dynamics of global development.

As part of future competency requirements, students need to have the ability to communicate, to think critically and creatively, to be responsible, to be tolerant to diversity, have a readiness to work, be able to live in a global society, have the intelligence according talents / interests, and care for the environment. Meanwhile, with regard to the demands of the world of work, learning activities should be able to support the growth of private learners who have the entrepreneurial and life skills. Furthermore, as part of the development of science and technology, education needs to anticipate the impact that brings global knowledge-based society in which science and technology play an important role as a major driver of change. Next, the dynamics of global developments require individuals who

are independent and able to compete and have the ability to coexist with other peoples and nations. Therefore, to meet the needs and demands of the development in the educational world, educators are required to be able to answer the challenges that exist. They need to improve and develop their skills and competencies in the teaching and learning process.

To answer the challenges that exist in the development of education as mentioned above, especially in developing skills in the teaching and learning process, lecturers are required to continue to develop idea and creativity of pre-service English teachers in teaching and educating their future students at school. Idea and creativity in the learning process that must be developed include the development of teaching strategies, the use of media in teaching, and also the source selection of teaching materials.

Spirit to continue to develop idea and creativity in teaching cannot appear by itself. As teacher candidates, pre-service English teachers begin to study all matters relating to education, including developing idea and creativity, when they are studying in college, especially in the Faculty of Education. In each of the study program, lecturers are the spearhead of the students who must forge prospective educators to become qualified teachers with good idea and creativity. In English Education Program, this nature has no difference.

One of the courses in English Education Program which has an important role in developing the idea and creativity of pre-service English teachers; to get them ready to be qualified English teachers in the future is Micro Teaching. However, prior to taking Micro Teaching course, Instructional Media course is a compulsory course that they must pass. In Instructional Media course pre-service English teachers are taught and guided in the development of English language learning media by observing the principles of effective and efficient, in accordance with the needs of the students, and in accordance with the purpose of learning.

Without the help of instructional media teachers will find it difficult to deliver materials that would like to be taught to students and students will find it difficult to digest the subject matters as well. Gerlach and Ely (1980) state that instructional media play a major role in the design and application of systematic learning instruction.Furthermore, Cahyono and Megawati (2013) says that in the teaching and learning activities, especially in activities before teaching (pre-teaching), any media can be used to activate background knowledge of students about a topic or to introduce material.

According to Emmitt and Pollock (1998), a solution which can be done in the classroom is to use appropriate and attractive media to learners; giving something to suit learners will be able to achieve the desired output. Use whatever is prominent and interesting to them - learners will be more easily attracted to the subject matter is related with their areas of interest. Teachers should really make the most of any known and interesting media for students.

However, based on the initial experience, pre-service English teachers who take the course of Instructional Media experienced difficulties in developing their idea and creativity in the development of English language learning media.It is also shown in the Micro Teaching course taught by the researcher. The pre-service English teachers taking Micro Teaching course in one of the researcher's classes in English Education Department of Kanjuruhan University have the difficulty of developing idea and creativity in the utilization of instructional media in their teaching practice. Most of them are coming with the same idea, regarding the use of instructional media, every time they have to conduct teaching practice as the main part of Micro Teaching course. The researcher finds that they were lack of ideas and creativities when it comes to the stage where they have to select and plan the utilization of instructional media for their teaching. Most of them conduct their teaching practice with similar instructional media which are in the forms of pictures, videos, and power point presentations.

To fulfill the principle of effective and efficient, in accordance with the needs of the students and in accordance with the purpose of learning, as well as to provide ample scope to develop idea and creativity in the development of instructional media, the theory of Multiple Intelligences serve as the basic idea of media development. The theory of Multiple Intelligences includes eight kinds of intelligence, namely: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence. By using the theory of Multiple Intelligences, students are expected to develop ideas and creativity in the utilization of English instructional media because instead of using the same instructional media for almost all topics of English lessons they have at least eight options of media development in teaching. The things that have been mentioned previously above encourage the researcher to conduct a research in order to dig deeper into the use of Multiple Intelligences theory to develop idea and creativity of pre-service English teachers in utilizing

Instructional Media in the process of learning the English language, especially in English Education Program ofKanjuruhan University.

In the development of Instructional Media, the theory that is proposed by Gardner (1983) in his book *Frames of Mind: The Theory of Multiple Intelligences* on eight types of intelligence possessed by each individual gives a lot of opportunities to develop idea and creativity of teachers or educators. Gardner (1983) mentions that the eight types of intelligences are linguistic, logical-mathematical, bodily-kinesthetic, musical, spatial, interpersonal, intrapersonal, and naturalist intelligence.By knowing and using the theory of Multiple Intelligences, instead of getting it difficult to develop the media, teachers or educators actually have eight possibilities to develop learning media. Multiple Intelligences theory opens wide possibilities in terms of teaching strategies and the development of media (Armstrong, 2000). This is certainly very interesting to be developed and applied in the course of learning where pre-service English teachers are trained to develop idea and creativity in their teaching as well as learning about effective and efficient media for the teaching of English in particular.

Based on the above explanation, this study wasaimed at describing how multiple intelligences theory can improve the idea and creativity of pre-service English teachers in utilizing Instructional Media for their teaching practice.

2   METHOD

This study was a classroom action research. The main objective of this study was to improve the teacher's own teaching strategy. Action research was chosen since it is a type of practitioner research that is implemented to learn and improve practitioner's own teaching practices in the classroom (Gay and Airasian, 2000). Latif (2012) also explains that classroom action research is conducted to develop strategies in teaching and learning in the classroom. This study adopted Kemmis and McTaggart's model of action research (1986), and involved 26 pre-service English teachers taking Micro Teaching class at the English Education Department of University of Kanjuruhan Malang, Indonesia. A preliminary observation, as the identification of problem and as an initial reflection of the teaching practice, was conducted by a colleague (co researcher) prior to the implementation of the intervention condition. The current study consisted of one cycle which comprised the total of sixteen meeting.

The researcher conducted this research in the total of sixteen meetings during the semester. Those sixteen meetings were divided into three main parts; those were pre-implementation stage, during implementation stage, and post-implementation stage. The pre-implementation stage covered: course outline (done in the first meeting), micro teaching materials presentation by the researcher (done in two meetings), and pre-test (done in one meeting). The during implementation stage consisted of: presentation of multiple intelligences theory (done in two meetings), and teaching practice on instructional media utilization (done in seven meetings). The post-implementation stage was the post-test (done in one meeting).

Besides, this study applied several stages of planning (done after the pre-implementation stage), implementing (done in the during-implementation stage), observing (done in the during-implementation stage), and evaluating process of the implementation of the method by conducting a reflection (done after the post-implementation stage). Results of the evaluation were used to determine whether the research should be continued to hold the next cycle or not.

Data on teaching and learning process (qualitative data) and data on learning outcomes (quantitative data) were the two types of data gathered. The qualitative data included teaching practices and students' perception, while the result of the post-test was the quantitative data. Observation, questionnaire, and field notes were used to gathered the qualitative data, while the teaching practice and post-test were used to collect the quantitative data.Observations were done by the co researcher by using checklist. Questionnaires were given to the students after the implementation stage. Tests were administered before and after the cycle and scored by the teacher-researcher and the co researcher independently. The tests were in form of written test that was designed to investigate the students' ability to formulate idea on media selection and utilization on the basis of a learning objective.

To analyze the data that had been collected, analytic induction method was used to identify common themes and to extract narratives of experience from the qualitative data. Meanwhile, the quantitative data were analyzed to calculate statistical frequencies, percentages, and means. Data conclusion was done after evaluating and interpreting the data.

Data taken from the test results shown in the table and the questionnaire is calculated in percentage using frequency calculation as follows:

- The formula to identify the achievement of students in the test:

Score = $\underline{\text{score obtained x 100\%}}$

Maximum score

- The formula to determine the average score:

M = $\underline{\Sigma X}$

N

M = average score

ΣX = Total score obtained

N = Number of students

- The formula for calculating the percentage of students in the questionnaire responses

.........% = The number of students who chose a specific answer X 100%

Number of students.

3   FINDINGS AND DISCUSSION

The use of multiple intelligences theory in this action research study was considered a successful attempt to develop the pre-service English teachers' idea and creativity in selecting and utilizing instructional media in their teaching practices. Multiple intelligences theory as a source of idea and creativity has widen their coverage of possibilities in selecting and utilizing instructional media in teaching English. Lack of idea and creativity which was the primary concern in the pre-implementation stageincreased though it did not happen to all students. But as far as the idea and creativity concerned, more than 75 percent of the students showed the increasing of the two components observed.

Regarding the students' teaching practices, the result indicated that more than 75 percent of the students conducting the teaching practice involved more than three types of media and covered more than four types of multiple intelligences. This was considered as a very good result compared to the criteria of success which was 60 percent.

Dealing with the students' responses on the use of multiple intelligences as a source of reference of formulating idea and creativity in utilizing instructional media, a majority of the students gave positive response to the use of the theory. Based on the result of the questionnaire given at the end of the cycle, 76 percent of the students gave positive response stating that they agreed that multiple intelligences theory helped them to widen their coverage of media selection. 72 percent of the students gave positive response stating that the theory helped them to be more creative in the instructional media utilization. 69 percent of the students gave positive response stating that they could think of more possibilities in their teaching practice by referring to the theory. 73 percent of the students gave positive response stating that they would use the theory for their future teaching to help them to be more creative. 74 percent of the students gave response stating that by developing their idea and creativity in teaching they felt more motivated to do more with it.70 percent of the students gave positive response stating that they could formulate better teaching plan especially related to the use instructional media and teaching and learning activities implementation.

Thus, from the questionnaires given, it was found that most of the students felt that the theory of multiple intelligences helped them a lot in developing their idea and creativity in utilizing instructional media for their practice teaching. They agreed that the theory of multiple intelligences provided a wide possibility of media selection and learning activities implementation. They said that

they could formulate better teaching plan especially related to the use instructional media and teaching and learning activities implementation.

On the basis of the field notes, it was also found that students could develop their idea and creativity in selecting and utilizing instructional media for their teaching practices. Most of the students could get the benefit of using the theory of multiple intelligences for the lesson planning particularly the design of the instructional media used for teaching. Thus, it helped them a lot to perform better in their teaching practices.

The pre-test administered prior to the intervention given showed that students' idea in determining the instructional media used in teaching were not sufficient to provide dynamic teaching practice. The pre-test was in the form of written test with only one item of question. In this test, the students were asked to write down their idea on media selection and utilization on the basis of one learning objective. The result of the pre-test showed that the students could not think creatively on possibilities of media selection and media utilization, it was found that mostly students were only able to think about one or two types of media to be used in the teaching on the basis of the learning objective given. Students' idea of the possible instructional media that were available and might be used was limited to only very few similar media. Mostly the choices of media that they proposed were power point presentations, pictures, and videos. These choices of media were also proposed in a similarly simple application for teaching. The use of the media chosen was simple and there was no variation which showed that they were lack of creativity. Of the total 26 students took the pre-test, there were only three students who were able to formulate more than 3 ideas of instructional media. Thus, it was clear that mostly the students were still lack of idea and creativity when they had to deal with the selection and utilization of instructional media for their teaching. Thus, the students' idea was very limited, and their creativity was of a low level.

Following the result of the pre-test, the researcher introduced the theory of multiple intelligences. The focus of introducing this theory was to relate the availability of eight multiple intelligences possessed by each individual with the wide possibility of media selection. Introducing the theory of multiple intelligences opened students' mind that they could be benefited by the fact that instead of only think about one or two possible media for their teaching, they could think about more possible media. This theory also provided students with the possible utilization of the instructional media. Instead of only think about one or two possible ways of using the media, they could develop their creativity by thinking about the more possible applications of the media in their teaching on the basis of the eight types of multiple intelligences.

After introducing the theory of multiple intelligences and discussing its benefit for the teaching practice especially in developing students' idea and creativity in the selection and utilization of instructional media, the meeting then continued by practicing the implementation of it in peer-teaching. Here, the students were given a task to practice a teaching-learning activity in the classroom by referring to the materials and guidance provided in syllabus of the 2013 curriculum. The focus of the assessment on the students' teaching practice was on their media selection and utilization. At this stage, the researcher always reminded the students not to limit their idea and creativity in selecting and utilizing instructional media for teaching. The researcher always encouraged his students to widen the possible choices of their media selection and application by referring to the multiple intelligences theory.

Having done with the teaching practice, the researcher conducted final written assessment of students' idea related to media selection and utilization. Therefore, a post-test was conducted at the end of the semester. The post-test was in the same form as the pre-test.The students were asked to write down their idea on media selection and utilization on the basis of one learning objective.

After the post-test was given, the researcher found that the number of students who could formulate more than 3 ideas of instructional media on the basis of the learning objective given was significantly increased. From the total 40 students, there were 34 students who could formulate more than 3 instructional media ideas. Interestingly, their formulation on the utilization of the instructional media was also much more creative and interesting.

Regarding the use of multiple intelligences theory in this action research study, the intervention done successfully developed the students' idea and creativity in utilizing instructional media in teaching English. By connecting the theory of multiple intelligences with the media selection and utilization the students were made aware of the availability and possibility of using instructional

media in their teaching. Students' variation in selecting and using instructional media was increased. This can be seen in the teaching practice sections in which students started to provide different types of media and vary the use of the media in their teaching. The utilization of the instructional media also involved various activities in regard to the types of multiple intelligences. They did not limit their selection of media and their use of media in their teaching. Through the teaching practices done by the students, the utilization of instructional media was proven to be much more creative than previously found before the intervention. Furthermore, from the result of the post-test it was obvious that students' idea regarding instructional media selection was significantly developed.

4 CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

After finishing the implementation of this study, the researcher concludes that the theory of multiple intelligences is proved to be useful in helping pre-service English teachers in the University of Kanjuruhan to develop their idea and creativity in utilizing instructional media in their teaching practice. By relating the media selection and utilization with the availability of the multiple intelligences possessed by students, the idea and creativity of the pre-service English teachers were developed. Most of the students felt that the theory of multiple intelligences helped them a lot in developing their idea and creativity in utilizing instructional media for their practice teaching. They agreed that the theory of multiple intelligences provided a wide possibility of media selection and learning activities implementation. They said that they could formulate better teaching plan especially related to the use instructional media and teaching and learning activities implementation.

4.2 Suggestions

However, some pre-service English teachers were still difficult to develop their idea and creativity in utilizing instructional media in their teaching practice. This was caused by the fact that they did not want to be busy with the media selection and preparation. Thus, the lecturers who teach instructional media or micro teaching courses should always remind their students on the importance of using effective media in teaching,particularly the teaching of English language. Furthermore, the theory of multiple intelligences provides wide possibility for the development of idea and creativity in teaching not only for the utilization of instructional media, thus, further involvement of this theory in teaching practice is highly recommended for teachers, educators, and future researchers.

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INTEGRATING ENGLISH IN THE CURRICULUM OF NON-ENGLISH DEPARTMENT IN UNIVERSITY

Dwi Wulandari

dwi_luna@yahoo.com

English Department, Diponegoro University
Jl. Prof. Soedharto Tembalang Semarang

Abstract

English in non-English department is taught for all majors in university as a basic required course. In most departments, as basic general course English seems to be designed in the same ways as other basic general course such as religion or civics, without giving any consideration of its being a language skill class. The departments also do not have specific target on how English should be taught to the students, nor do they consider certain material designed for the students to suit their main competence or field of study. This study is aimed at finding the need in integrating English in the curriculum of non-English department. In doing so, the interview was conducted to 46 heads of non-English departments, and 15 English instructors in Diponegoro University. The data revealed that some departments find the need of integrating English to support their main competence. The departments also discuss the possibility of having more specific English targeted for establishing more specific abilities; hence the students will be able to see the importance of taking English for the betterment of their overall study. The English instructors also are aware that they do have resources to enable the students learn English in accordance with what students needs and in more interesting ways, although such resources must be coordinated with the heads of the departments.

Key words: English for specific purposes, integrated curriculum, competence

1 INTRODUCTION

English is one of the basic general required courses offered to the freshmen in Diponegoro University, excluding only for English Department. In most departments, as basic general course, English seems to be designed in the same ways as other basic general course such as religion or civics, without giving any consideration of its being a language skill class. In most of English classes, teachers complain of having to teach more than 50 students in a class. Teachers also claim of having no guidance or orders or whatsoever from the department regarding the class they are about to teach. It has been understood for years that teachers who teach basic general course have the freedom in designing the materials of the class, and that they do not feel the need to consult the departments of what the departments' purposes in offering English course.

It is generally assumed that the departments offer English course because it is their obligation to include English in their curriculum. Yet, the best that can be applied so far is to offer the class per se; giving the idea that students will learn English for two credits throughout the years they study. English is seen as another skill that is needed to support the students' main competence, without trying to see how the course should be included in a way that it will surely be able to support the students' competence.

This study is conducted in trying to see whether such assumption does apply to the departments in Undip, or whether it is merely an assumption. The study is focused in figuring out what the departments' goals in offering English course, and what can be done by both the departments and English teachers in integrating English in the departments' curriculum.

2 ENGLISH FOR SPECIFIC PURPOSES

When English is taught in the departments other than English, sometimes it is meant as English for Specific Purposes (ESP). It is the term of being specific that should make its definition different from the general English. Robinson (1980) defines English for Specific Purposes for learning English for students with certain goals and purposes. In formal foreign language learning, these goals can be varied based on the main competence that students are pursuing, for example students may learn English for business, for tourism, or for academic purposes. Presumably, English as required course in departments other than English department should also be referred to ESP, because the lessons taught should be targeted for making the learning of the departments' main competence easier.

However, it should be understood that the concepts of ESP refers to certain variables that will be very different compared to the concepts of general English. General English may apply to the practice of teaching English which focuses on the teaching English itself without considering certain skills that students need to emphasize better. In General English, the main goal of teaching is to cover the fundamentals of grammar and the development of vocabulary, which can provide stronger basis for further language learning (Kitkauskiene, 2006). The tipicality of English teaching in Indonesia, including in higher education, may refer to this type of teaching, where the focus of teaching is not specified on particular orientation. That is why, some students find it difficult to recognize their language competence other than finding the fact they are capable to use it for simple communication and doing grammar exercises.

The high need for English as a communicative competence is recognized in most fields of workplaces. This notion brings along the need to empower university students to be able to use their English in communicating their main competence. That is perhaps part of the reasons in obligating students to take English during the years they study in university. English is seen as one of the skills supporting students' main competence. With such purpose the ideal orientation for teaching English should be English for Specific Purposes, as ESP characteristics serve the purpose well, in that ESP address to the specific needs of the students, in that ESP makes use of the teaching methods and learnning activities the field of discipline it serves, and in that it is centered on the language appropriate to this activities in terms of grammar, vocabulary, study skills, discourse, and genre (Dudley-Evans, 1998).

As mentioned above, being a course designed for particular purpose, English in university should be based on the need analysis. Because by doing need analysis prior to the actual learning, we will be able to know the students' purposes in learning, what should be learnt, and how far the skill or the materials should be covered (Johnson, 2001). The need analysis at this study should not only aimed at the students, by focusing on finding information of what they need, but the need anaysis shold also be aimed at the institution or the departments in which English class is designed within the curriculum and offered to the students. It is necessary to have need analysis to the departments offering English class because it is the departments who have design the purpose in including English in the curriculum. In designing the competence targeted in their field of competence, the departments should have also designed English competence targeted in supporting the field of study's main competence. The department should be able to create a detail design of what is targeted from offering English class by taking a look at the students' need in learning and using English, and therefore, English competence is not only targeted for completing the required course or gaining TOEFL scores. The departments should start to take a look at applying ESP in gaining English competence. It should be born in mind that in developing ESP the departments should consider the interdisciplinary approach by taking into account the role of the local culture, institution needs, and the field of study's basic competence targeted for the students (Lockwood, 2012). Thus, the composing of its course outline will also be developed through eclective approach by combining the elements of task-based, text-based or content-based syllaby and by taking into account of its present needs (Flowerdew, 2005).

Besides need analysis, ESP also bases its successful implementation on the knowledge of the teachers (Wozniak, 2010). It is important to note that ESP refers also to professionalism, and usually only those who are truly involved in the field will have sufficient knowledge in that field. Therefore, ESP teachers are also required to have such knowledge, and this is the particular thing that makes teaching ESP is somehow difficult, because most of the time, English teachers are not equipped with

such knowledge. According to Chen (2000), this condition occurs because basically English teachers are not prepared with sufficient knowledge on the various professions where English may be used, while English is just the language, it can be used in any profession. However, with the nature of English, having the ability to use English should be sufficient for teaching ESP.

3   RESEARCH METHODS

This study is conducted by giving questionnaire to the head of the departments and the English teachers in Diponegoro University. 43 head of departments excluding English Department participate in this study by filling out questionnaires focusing on the design of English class, the practice of teaching English in their department, the problems they have encountered in offering English class, their expectation for the English teachers, and their goals in designing the field of study competence and English competence.

The questionnaire is given in the form of open and close questions. In close question, the head of departments are asked to choose an option ranging from yes – no responds, to option of more that three choices, and to choose as many possible option that suits their condition. The open questions are targeted to find out more various responds based on what best applies with the condition in each department.

Besides obtaining data from the head of the department, the data is also obtained from the English teacher with the purpose in figuring out their perspective with the idea of integrating English in the curriculum of non-English departments in university. 15 English teachers are given questionnaire addressing the issues of the concept of teaching English, their main obstacles in teaching English, and what can be expected from integrating English in the curriculum of non-English department.

4   THE DESIGN OF ENGLISH AS REQUIRED COURSE IN DIPONEGORO UNIVERSITY

It is generally assumed that English class in non-English departments is not designed as a language skill class and is designed as the other general basic class. Such assumption is strengthened by the fact that the English classes in those departments are offered for the freshmen, in their first or second semester, and are conducted in large classes with more than 50 students in a class. Such condition is similar to the other general basic class such as civics or religion. Despite such fact, it is necessary to see whether the departments indeed make some arrangement in designing English class, or the assumption remains true. The data reveal that 94% of the departments indeed design English class in purpose, not only as an obligation to offer English class. Only 6% of all the departments admit of being ignorance in offering English, in other words, as English is required by the university, then the department includes it in their curriculum.

However, when we take a look again at the detail purpose of offering English for the students, we will see again that the highest percentage (22%) is the statement saying that English is a required course. This means that the departments do not have particular purpose other than they are required to do so. It seems true that the departments do not really put a lot of thought in designing English class. This is supported by the facts that the other departments' purposes in offering English also do not show detailed thought or plan, and suggest that the departments only sense for taking the benefit of having English knowledge in general, for instance, 18% of the departments state that English is offered to support the departments' main competence, and 13% say that the purpose in offering English is to add students' skills in general English. Only a few departments have specific purposes in that to give students knowledge on academic skills (16%) and speaking skills (13%), particularly on academic writing (9%), and even fewer departments set their goals on English for specific purposes (5%).

In setting the curriculum, the departments are guided by the university to acknowledge each course as giving one of the following competences; as the main competence, as the supporting competence, and as other competence. 54% of the departments targeted English course as the supporting competence and 29% as the other competence, and only 17% of the departments consider

that English should be their students' main competence. It is surprising actually to find out that 29% of the departments only consider the need for having English competence as other competence and not necessarily as the supporting competence like what is considered by many other departments. Even when acknowledging English as the supporting competence, the departments only make small efforts to provide situations where English can really support students' competence. In other words, English is offered as 2 credit-course and mostly offered as separated class, and is not designed as integrated course in a way that it will help students learn English and use English in exercising their main competence. Thus, when English is acknowledged only as the other competence, the chance that English class will be designed better is smaller.

5   THE NEED FOR INTEGRATING ENGLISH IN THE CURRICULUM

Though most departments are not able to mention detailed plans or goals in offering English class, most departments do acknowledge the benefit of having knowledge of English for the students. This may happen due to the fact that English is taken for granted, in a way that the departments understand that the students need to have knowledge on English but consider that the students need to seek the knowledge themselves. This attitude may be built based on several reasons. First, it is common assumption that students have already known certain level of English, because they have learnt it formally for years before admitting to the university. This assumption is also supported by the fact that the students who are admitted to the university also passed the test which includes English that is considered difficult. Second, the departments are occupied with the thought of the many courses students need in shaping their competence in their field of study. As the curriculum is limited only to accommodate 144 credits, the departments feel the urge to put what is considered more important in the curriculum, so that the students can have the main competence mostly needed in their field of study. In such thought, it will be difficult for the departments to include another or other classes of English in addition to English as the required course in their curriculum. Third, with the prevalence of internet which is able to provide self-learning access to the students, the departments assume that the students are willing to learn English themselves, and therefore, do not consider it necessary to enforce the English teachers to design teaching materials in a way that will help students use their English to support their main competence. Fourth, the departments admit that they, themselves, do not have ideas on how to integrate English in the curriculum, and so they have difficulty in communicating the ideas to English teachers.

5.1   The departments' consideration in the number of students in English class

Even though many departments do not have ideas on how English course may be integrated into the curriculum, the departments admit of recognizing that English should be able to support students' main competence in that students should be able to demonstrate their main competence in English. The departments state the need for having students learn more on how they may speak and write their main competence in English. Some departments have already taken action by including an extra English classes focusing on the field of study's competence, for example, Nursing Department includes a class of English for Nursing in the fourth semester, Library Science department includes English for librarian, and translation in fourth and fifth semester respectively, and history department includes academic writing in sixth semester. In such classes, the departments has already design the class in accordance with the ideal type of English class in term of the number of the students in a class, due to the understanding that such classes are language skill classes which should give more chances for each of the students to practice, hence one of the important issues to cater is that the class may not have too many students so that every students may have enough opportunity to practice.

Some departments (17%) also made certain consideration in arranging English as the required course, at least in the term of the number of the students, which is limited to not more that 40 students. This is considered as a better effort in providing better English learning to the students, compared to the design of the class previously, and also at present, in which almost all of English classes had more than 70 students in each class. The departments who made small classes understand that it is important for the students to no longer learn the rules of grammar detached from the way in using it. They see that the ideal ways of learning English is to have students learn to be able to use English

productively, to write and to speak, and also receptively, to be able to understand the reading text. Since the target is the students' capability in practicing their English, arranging the small class will give benefit for both the students and the teachers.

5.2   The departments' consideration on English teachers

Few departments (8%) make an effort to strengthen students' competence in their major field by providing English teachers from their own field of study. This means that they do not ask English teachers from English department, instead they are asking their own faculty member to teach English. The main reason for setting up this policy is because the departments is aware that their students ability in English is not about being able to do grammar test, as what they have assumed and experienced so far, but it is more on how the students will be able to use English in demonstrating their main competence. It is true that English teachers is excellent in teaching language based class, and yet at certain level English teacher will encounter difficulties in understanding the students' major field, as they perhaps do not have the main competence in the students' field of study. In this perspective, when English is taught by a teacher who is not only expert in their main competence but also in English, it will be an ideal condition.

The departments who have their own faculty members to teach English set this policy because they have some faculty members graduating from abroad, from the English speaking country. Thus, they have the ability to use English, at least academically, to write and to speak in English. As these teachers have the ability and habits to use English, they are considered as being able to teach the major competence in English. With this condition, the teaching material can be more adapted in accordance with the main competence of the field of study, because the teachers are having such competence, and English is only utilized as the medium of instruction and the medium for the student to demonstrate their main competence. For example, when the students taking English is majoring in Civil Engineering then the English teachers are majoring in Civil Engineering as well, thus the English materials are mostly taken from the Civil Engineering field and English is used for the students to write their report or task and to present their discussion. In real, Civil Engineering has conduct this; although English as the required course is taught by English teacher, they do have a class in Civil Engineering field which is taught by using English as the medium of instruction, and the students also made a field trip abroad. When English is taught by the faculty members of the department, there are some positive outcomes. Because the teachers are the faculty members, it will be easier for the department to coordinate with the teachers. Furthermore, since the teachers have the competence similar to the main competence targeted for the students, it will be easier to integrate the competence targeted for the students in English learning materials.

6   ENGLISH TEACHERS' PERSPECTIVE

Teaching English as the required course is complained mostly by the English teachers as being ineffective because of the large number of the students and therefore teachers feel that they are left with no option but to teach through grammar translation method in teaching English. However, teachers are also aware that there are better methods that can be used in teaching English. One of the methods that will generate students' participation is communicative method. Some teachers agree that it is actually possible to teach English in such method and also emphasize that this method is actually more ideal with two reasons. First, communicative method uses context as the means of practicing. In other words, the students are using the language they learn to practice communicating; hence the language is used in the appropriate context in accordance with their function, to communicate. Second, this method asks the students to participate actively in practicing the language, and the teachers mostly function as the facilitators. Thus, the students have more chances to practice any lessons they have learnt. By using communicative method, the teaching materials can be focused on speaking or writing as well, and not solely on reading and grammar.

With communicative method the students' activities can be focused on student centered learning, in which the students are the center of the learning, the ones who make the learning going. Teachers assert that they can make students participate more in learning by giving tasks for the students in the form of presentation, group or class discussion, or collaborated learning. Presentation

is the task mostly given by the teachers, in which a group of students are given a topic to be discussed and presented before the class, and are asked to create discussion with the rest of the class.

With the prevalence of technology, nowadays teachers are able to use them to support their teaching methods. 73% of the teachers mention of using technology in their English teaching with the purpose to ease their students' learning, and to make the class less boring, hence the students can be interested to learn further. Furthermore, technology is also used by the teachers to show students the examples of language used by the native speakers. Among the media used by the students are video, internet in which the teachers are using 'youtube', and TV program. Even though the media chosen is not yet interactively arranged for the students to participate actively, the media are easily accessed by the students; hence the activities can be extended to be completed as work group outside of the class.

7 CONCLUSION

English as required course in Diponegoro University is generally applied as a separated course which may not necessarily support the departments' main competence directly. However, the departments are also aware of the importance of integrating English in their curriculum in the sense of not only puting a course in the curriculum but to considered it as a course which will support the departments' main competence. Therefore, the departments need to put some thoughts on how the class is design, on how the content of the materials, and so on. Such awarenes is also revealed by the English teachers saying that English class should be utilized in a way that the students will be able to used English to demonstrate their main competence. They mention that it is possible to do so as long as some considerations are made concerning the teaching methods, and the willingness of the teachers to realize such methods.

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CHALLENGES IN TEACHING EFL FOR PRE-SERVICE YOUNG LEARNERS TEACHERS

Fika Megawati

fika_megawati@yahoo.com

Muhammadiyah University of Sidoarjo, East Java

Abstract

To educate 21ˢᵗ century young learners, a teacher is demanded to have balanced knowledge in both theory and practice. Focusing on EFL, regardless whether English is taught as a compulsory or local subject, primary school students need introductory concept of English covering several skills and components. To encourage the students' English mastery, the teacher indeed becomes the center point of the class. The success in achieving the competencies depends on how creative and innovative the instructors are. However, Indonesian pre-service teachers seem to have obstacles in learning and preparing sound English instruction. Various factors contribute to their competence including the fact that English teaching is not their primary goal. Thus, this article aimed to reveal potential challenges appeared to the college students in the English Learning for Primary School class and propose several strategies to enhance their English performance. To get the data, descriptive qualitative method was applied with interview and questionnaire as the main instruments. The results showed that pre-service primary school teachers in Indonesian context believed that teaching English faced prospective challenges identified from five categories. Furthermore, to cope with those difficulties, they have several strategies to conduct focusing on three aspects: media development, plenty of fun activities, and a technology literate teacher. In short, the earlier pre-service primary school teachers get a lot of ELT illustration and treatment, the more ready they will undergo English teaching. This is considered significant to discuss, especially for the teacher candidates to build and develop their professionalism in teaching English for young learners.

Key words: challenges, young learners, pre-service teachers, primary school

1   INTRODUCTION

Being a teacher looks as an easy job whereas there are plenty of things to consider and prepare if we do it professionally. One of the subjects which need a lot of preparation is English since in Indonesian context the language is taught as a foreign language for the learners. Related to this, pre-service teacher education contributes significantly to the future career of the English teacher–whether they become professional or not. The background knowledge they got from their college becomes the foundation of their teaching. Both theories and practice should be balanced to build appropriate belief on how to deliver knowledge to the students in the right way. In addition to educational experiences, when the teachers come to the class, they also bring their cultural backgrounds and social interaction that may further shape their beliefs about English instruction (Johnson, 1992a; Richards & Lockhart, 1996; Smith, 1996).

The implementation of an English curriculum in Indonesian elementary schools has created a huge demand for competent children's English teachers. Considering the use of English as International language in the world, the nation has decided to equip the learners English as early as possible. Now, officially starting from the first grade of primary school, the students have learned English and even some kindergartens or preschool also start introducing English although it is in very limited use. In fact, the one who teaches English in elementary school does not earn completely English education in the university since in this country the primary school teachers are those who

graduated from Primary School Education program, not English program and the compulsory subjects focused in their study are Math, Science, Social, Bahasa Indonesia, and Civics. Thus, the researcher believes that this issue is interesting to discuss as the starting point to produce better English teaching in primary school.

Reflecting on the data above, research related to teaching English in elementary school particularly dealing with the pre-service teacher's belief including the perception on the challenges in teaching English is still at an early step. So far the research in English teacher education has focused on secondary and tertiary schools. Very little attention has been paid specifically to elementary levels of English teaching in Indonesia. It is considered important to comprehend this since the result will be beneficial to develop more effective elementary school English teaching program. As we know that English should be taught with fun activities in this level and of course many differences appear in the learning environment if we compare it to the teens or adult learners. One factor that is important to think is that the subjects are classified into young learners (children between the ages of 5-12) and teaching English to young learners are more student-centered, active, experiential, authentic, democratic, collaborative, rigorous, and challenging. Understanding teachers' specific ideas about English teaching can inform researchers and teacher trainers about how teachers are expected to employ their teaching, and how to provide appropriate teacher education programs. Thus, this study is an attempt to examine issues concerning teaching English in elementary schools, with a particular emphasis on the pre-service teachers' beliefs towards the potential challenges and strategies in teaching EFL. The research questions to be addressed in this study are as follows:

(a)   What are the pre-service teachers' beliefs on prospective challenges in Teaching English to young learners?
(b)   What are the pre-service teachers' beliefs on strategies applied to make the teaching performance better?

2   REVIEW OF RELATED LITERATURE

The literature highlights the personal experience which becomes the base of this research, the concept of challenge, the relation between challenge and belief, kinds of teacher's belief, and the factors that support primary school pre-service teaching belief in teaching English.

Based on the researcher's personal experience in "English Learning for Primary school" course, it showed that the students seemed to have a number of burdens when they heard the word English. Reading English source and speaking English in the classroom were a big deal to do. English is like a monster for most of the students whereas they are expected to perform well in English instruction later. If this condition continues, English teaching problems will appear to both the trainees and their future students in the real teaching. Such thoughts are supposed to be analyzed and solved to increase the teaching. Shinde & Karekatti (2012) stated that the teacher educators should consider these language learning beliefs and changed them since theirawareorunawareparticipation affect their career.Teachershavethe right toproduceorcrackthetrends. Generally, when the teacher has to teach what they do not master, they tend to teach the materials based on their own belief,teachtheirpersonalvalues, andmanage their students inaccordancewiththeirownparticular definitionsof Englishteachingandlearning.This condition is often done subconsciously. Consequently, high encouragement needs to conduct in order to create joyful atmosphere in building their English competence and equip them with appropriate and positive belief in teaching English.

Challenges in this study are the terms closely related to the obstacles, difficulties, or problems the one had or has got from experience or even will get in the future. If it is about pre-service teachers' anxiety to the event happening in their future career, it means that the challenges haven't occurred yet, but they have worries that it will influence their teaching quality later on. Thus, challenges in this study can be called as a part of belief which becomes the factor of English teaching effectiveness in the next generation.

Both the professional development of teachers and their classroom practices are influenced by educational beliefs. Since the 1990s, research has focused on the exploration of the knowledge and belief that lay behind the practice of teaching. Some studies have proved it. Johnson (1994) and Numrich (1996) revealed how pre-service ESL teachers' beliefs are based on prior experience and

how such experience relates to classroom practice. Johnson (1994) found that pre-service teachers' instructional decisions during a class were based on images of teachers, materials, activities and classroom organization generated by their own L2 learning experience. Some other researchers on teacher education and development have showed how teachers' beliefs play a critical role in affecting their teaching and the kinds of thinking and decision making that underlie their classroom practices (Moon, 2000; Richards, 1998; Richards & Lockhart, 1996; Smith, 1996; Trappes-Lomax & McGrath, 1999). Shinde & Karekatti (2012) found that primary school pre-service teachers in Indian context from MM (Indian Medium) and EM (Marathi Medium) shared a similar and consistent set of beliefs. Most of them have common beliefs about:

(a)   The nature of children's English development, which is in accord with the recent research literature on second/foreign language learning at early ages
(b)   English teaching methods and techniques employed in the classroom, which are basically in tune with the teaching principles of CLT
(c)   Teacher talk features which provide comprehensible input and
(d)   A strong sense of self-efficacy as English teachers in terms of doing their work, which may have a positive impact on their performance.

Teachers' beliefs have already been classified into various sets of categories by some researchers (Johnson, 1992a; William & Burden, 1997). William and Burden (1997) divided their discussion of teachers' beliefs into three areas:

(a)   About language learning
(b)   About learners
(c)   About themselves as language teachers.

Furthermore, a number of studies have attempted to investigate the beliefs of ESL teachers through questionnaires or inventories (Hsieh & Chang, 2002; Johnson, 1992a; Kern, 1995; Liao & Chiang, 2003; Richards, Tung, & Ng, 1992; Yang, 2000). Yang (2000) discussed prospective teachers' beliefs in four areas:

(a)   General beliefs about child development
(b)   General beliefs about language learning
(c)   specific beliefs about teaching English to children
(d)   Self-efficacy and expectations.

Factors influencing teachers' beliefs on English teaching are educational experiences, cultural backgrounds, social interaction (Johnson, 1992a; Richards & Lockhart, 1996; Smith, 1996). Accordingly, these three factors also influence the pre-service primary school (young learners) teachers' belief. Educational experience refers to what the pre-service got from their English instruction in their campus and other English program(s) they joined to improve their competence. Next, cultural background means that cultural aspects take the big influence for the development of teaching concept. For example, the one who understands more about cross cultural ideas will be easy to transfer the culture of the target language in the classroom. In relation to social interaction, the more people interact with the society using English, the more the pre-service teachers give exploration in teaching English to their students. Richards (1998) further explains that beliefs are usually guided by a number of factors: their own experience as learners in classrooms, prior teaching experience, classroom observations they were exposed to, and their previous training courses at school. The second factor does not fit completely to the pre-service teachers since not all of the pre-service teachers have experience to teach in this very beginning semester.

3   METHOD

This study presented a descriptive research. The data were collected by administering questionnaire and interview in addition to observation. Furthermore, qualitative design was applied since it fitted to its characteristics, namely actual setting, words or pictures data, process concern, and inductive

analysis. 36 pre-service teachers who enrolled in the "English Learning for Elementary School" course participated as the subjects of this study. All pre-service teachers were second-year college students joined in the evening program for primary education. The technique was purposive sampling since the subjects fulfilled the criteria set by the researcher. They have already taken 3 lessons related to English (English I, English II, and English Learning for Elementary School).

Inorderto know theteachers' challenges and their specificbeliefsinamoresystematic way,*TheQuestionnaireofPre-servicePrimary School Teachers' TeachingBeliefs,*(seeAppendix I)wasdeveloped.Theresearcher adaptedanumberofrelatedquestionnaires(Horwitz,1987; Hsieh&Chang,2002; Oxford,1990;Yang,2000). The researcher also formulated questions about specific challenges in future teaching English in primary school. The questionnaire consisted of 53 discrete questions divided into five categories (see Table 1).

Table 1. The Description of Variables in Questionnaire

Variable	Sub Variables	Question Number
The Pre-Service Primary School Teachers' Beliefs	Beliefs on the Nature of Children's English Development	1-14
	Beliefs on Self-efficacy as an English Teacher	16-21
	Beliefs on Teacher Talk	22-34
	Beliefs on Teaching Media, Methods, and Materials	35-46
	Beliefs on Future's English Teaching in Elementary School	47-53

To support the data, interview was conducted to some students to identify their opinion about teaching English in primary school nowadays and later. The students were selected randomly based on their accessibility and English proficiency in the classroom. Having collected the answers from questionnaire, in analyzing the data, the researcher counted the percentage of each respond. Their responds determined their understanding and potential challenges and strategies on teaching English for young learners. Then, to clarify the pre-service teacher's answers, the recording of the interview was transcribed and classified based on the similar and different ideas in each category of pre-service teachers' belief.

4   FINDINGS AND DISCUSSIONS

4.1   Children English Development

To know how young learners develop their English, fourteen items were given. Majority of pre-service teachers believed that every child has different learning styles and individual variations in their cognitive development process (item 2 & 7: more than 86%). Moreover, almost 90% agreed or strongly agreed that children learn faster when they do activities, use mother tongue fluently, get English in earlier level, practice regularly, interact with other people, use English as a medium of instruction, and understand the content of the subject (item 3, 4, 5, 6, 8, 12, 14). In relation to language skill (item 10&11), they thought that 4 skills are important to teach, but reading and writing (98%) got a slightly higher percentage than listening and speaking (around 80%) The two things they disagreed or strongly disagreed were on item 1 and 9 (55-65%). They believed that not every child will be successful in learning English, and learning English is totally different from leaning Indonesian. Finally, they were confident to say that children learn English faster than adults (item 13: 90%).

The result of the first category showed that some are in line with the literature. Related to different learning style, it supports Gardner's (1993) multiple intelligence concepts. He takes pluralistic view of learning by recognizing that everyone has different cognitive strengths which influence their way of learning. In second language learning and development, Moon (2000)

suggested that physical activities such as playing games, making things, action songs, rhymes and drama can provide excellent contexts for children to learn English. In a similar manner, to criticize the direct analogies between first and second language acquisition, Brown (2000) dispelled the myth that second language teaching should resemble first language teaching.

Pertinent to the superiority between young learners and adult learners (Brown: 2007) on age in SLA/SLL argues that evidence of children outperforming adults in second language acquisition is misleading because the manner of learning dealing with their cognitive abilities instead of age may be the main factor in determining successful acquisition. More specifically, Dulay, et. al. (1982) concluded that children appear to be much more successful that adults in acquiring the phonological system, while adults improve faster than children in the areas of syntax and morphology. For language skills, the results do not completely fit for the theory of learning. It is believed that in language acquisition the learners will start from listening followed by speaking, reading, and writing. Then, the agreement on regular practice and using English as medium of instruction is justified by the need of repetition of the language in improving the children' English proficiency.

The prospective challenge taken from this first category is that not every child can learn English well. This is related to the students' multiple intelligences and the fact that English and Indonesian learning are totally different. This is supported by the interview result showing that the students mostly thought that the future English teaching in elementary school will be difficult in introducing the materials due to different pronunciation, stress, intonation, and spelling. The children have little or no prior knowledge of the target language.

4.2 Pre-Service Teacher's Self Efficacy

The responses from item 15, 18, 19, 21 indicates that teaching English is not easy, challenging, difficult, and did not bring fun for the pre-service teachers (around 56%-68%). This is perhaps due to their belief that English is not the main goal to teach in elementary school. Nevertheless, they still have confidence that in the future they can teach English (item 16, 17, 20: 57-69%).

Self-efficacy is the belief in one's capabilities to organize and execute the courses of action to produce given attainment (Bandura: 1997). It provides a measure of effective learning in the context of initial teacher education (Cheung, 2006), pre-service teachers' self-efficacy would have an impact on how they think, feel, teach, and learn, and therefore self-efficacy is predictor for pre-service teachers' learning effectiveness. According to the result, the next challenge is that teaching English is harder compared to other five compulsory subjects (science, social, Math, Bahasa Indonesia, and Civics). English is not the main target to teach and to be their research issue since it is only local subject. Based on the interview result, this responds were various based on the students' English proficiency. The main point is that the more proficient the students are, the more confident they will teach English to their students. Dulay, et. al. (1982) further explain that in second language acquisition, children's first language can negative and positive transfer which can provide errors and correct construction.

In accordance to the result of the questionnaire and interview, mostly they do not feel enjoyable when teaching English. Although they try to be confident, almost 40% of all students could not show their self esteem. Accordingly, their self confidence (mental) and performance (physical) readiness are interrelated and significant aspect in teaching. Harmer (2001) suggested that all English teachers should care for their physical well-being in order to counteract stress and possible tiredness, so that they can survive, learn, grow, and achieve a balance between mind and body.

4.3 Teacher Talk

Mostly the pre-service teachers (60%-90%) believed that the teacher needed to expose the students to listen to English sound, respond English questions, present English story, but not speak all the time in the class, (item 22, 23, 24, 25, 27). Furthermore, they all agreed that training was needed although in Indonesian context it has not been facilitated well (item 25). To avoid misunderstanding, clarification in Indonesian is important (item 28 & 34). In relation to the students' response on teacher talk, students need feedback and correction in addition to give repetition and paraphrasing technique (item 31 & 32). To accommodate the effective communication, they supported that teaching vocabulary (item 30) and encouraging the students to speak and act more (item 33) are pivotal.

The forthcoming challenge appeared in this category is the lack of English training. The interview results showed that English classes obtained during college study were not sufficient. They stated that English exposure existed nowadays to accommodate English improvement has not been realized. In other words, there has not been maximal effort from Indonesian government to assist primary school teachers in teaching English professionally. Providing English training is necessary to foster their English skill in maintaining effective communication with the students through appropriate teacher talk and giving constructive feedback during lesson. To give the constructive feedback in terms of correction and suggestion of course the teachers are expected to have adequate English skill.

4.4   Teaching Media, Method, and Material

In identifying pre-service teachers' belief on media, method, and material, 12 questions were given. They disagreed and strongly disagreed (around 60%-90%) on four items (item 34, 36, 41, 43) showing that teaching by using monolingual method is not effective and the focus of lesson on grammar was not suggested. Furthermore, pronunciation is not the significant thing to introduce. Other numbers which were agreed and strongly agreed are the use of media and Internet, songs, role play, games, moving activities, conversation, integrated learning, mistakes correction all the time, and strict rules to build discipline. (item 35,37,38,39,40,42,44,45,46 : more than 70%).

Through the sense of fun and play, the children are living the language for real. Moreover, they delight in imagination and fantasy. However, games are not the only way in which individual personalities surface in the language classroom (Halliwell, 1992). In addition, she mentioned that correction is not forbidden, yet for teaching children, teachers do not have to run round the room frantically trying to hear everything they say. Reflecting on the pre-service teachers' respond, they did not know that correcting students' mistakes frequently can break into the child's attempt to construct a whole meaning. Bilingual method is also considered fine in the second language acquisition. Therefore, the use of code switching is allowed for teaching language (Dulay, et. al., 1982). The concept that grammatical rule is not the emphasis for children can also be accepted. However, the pre-service teachers still have not understood that pronunciation is better to expose in children's activities.

To conclude, the most potential challenge in this point is that the demand of correct pronunciation in teaching children since in this period they tend to be more successful in acquiring the phonological system of the new language; many eventually achieve native-like accent. Next one is appropriate technique to respond the students' mistakes in order not to discourage their feelings in the process of language learning.

4.5   Future English Instruction

The last category is the researcher's questions related to future English instruction. The pre-service teachers showed their agreement (around 60%-90%) that the future students will be more critical, more frequent in using English, more skilled in operating multimedia and online sources, excited in outdoor activity, and more cooperative in learning community (item 47, 48, 49, 50, 52, 53). Item 51 was predicted not to happen. More than 90% disagreed and strongly disagreed that the students will be easy to handle during the class.

Dealing with the classroom management, the respond reflects on the idea that creating the balance between a caring environment and one where there is control is not easy task for any teacher (Linse, 2005). Then, critical thinking is influenced by various factors (experience, knowledge, social interaction, etc.) it is undeniable that nowadays, to face globalization era, society, technology, and teaching process always encourage the students to be more confident. This brings positive atmosphere since the students will be braver to express ideas. Furthermore, the teachers seem to give high appreciation on students' participation. In recent and later time, students centered learning is more and more meaningful in educational context. To facilitate this, problem solving activities can be used by the teachers in which the learners work in the group to cooperate and select the best ideas to make decision. Group work is also useful for outdoor activities. It is nice to conduct outdoor class, but not the priority. This should fit with the materials, supporting environment, and adequate control for one class.

Talking about children's English use, it depends on the supporting environment. It cannot be denied that next generation students will use English frequently in their activities since in Indonesia

nowadays English is already introduced from early age, and it is supported by learning sources or entertainment which commonly uses English. Lastly, technology brings special issue for the pre-service teachers due to its easiness and richness of information. This can both assist and damage the children. Therefore, be sure that you have the skills and expertise to properly supervise the learners. Without adequate supervision, children can easily become victims to Internet crime and can visit inappropriate sites.

In short, the last approaching challenge is the shift in terms of attitude (more critical students), English use (more frequent), technology use (more modern learning source and dictionary), preference on outdoor activities and group work activities, and classroom management (more active).

4.6 Strategies for Better Teaching

Based on the result of interview, the pre-service teachers propose their ideas to create better English teaching for young learners. First, the ability to develop educative instructional media should be equipped by the prospective teachers. Children like something fun and eye catching. Thus, providing colorful and appealing things can make their attention span longer in classroom activities since it can reduce their boredom (Kasihani, 2007). Second, to accommodate the various students' interest, various activities and materials need to be prepared. Every child has special characteristic in term of their diverse potential. Facilitating them with many activities can help them develop what they can do best (Linse, 2005). Third, technology mastery (including computer and Internet) becomes the next consideration to be professional. In addition to assist the teachers in supporting teaching materials, technology can be good facilities for children to foster their creativity (Linse, 2005).

5 CONCLUSIONS AND SUGGESTIONS

The results of this study reveal that pre-service primary school teachers in Indonesian context believed that teaching English has prospective challenges in the real practice identified from five categories. Furthermore, based on their learning experience, to cope with those obstacles they have several planning to conduct focusing on three things: media development, plenty of fun activities, and a technology literate teacher. From the researcher's point of view, providing intensive teacher training to ensure that the teachers have adequate English proficiency is crucial part. Insufficient English proficiency is associated with lower teacher confidence that may influence children's motivation for learning English.

It is hoped that the above research findings will encourage more language researchers and educators to learn more about teachers' beliefs. The results from this study may be used to remind pre-service elementary school English teachers to strengthen their teaching principles and method for young learners. The last, it may be of interest for future researchers to identify further challenges faced by pre-service and in-service teachers with different research subjects, instruments, and analysis to enrich the existing theories discussing about the best practice of teaching English for young learners.

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INDONESIAN SONG'S MELODY IN TEACHING ENGLISH FOR YOUNG LEARNERS

Jannes Freddy Pardede, S.S., M.Hum.
jannesfreddy@yahoo.com

Faculty of Letters
Universitas Kristen Indonesia

ABSTRACT

Many of Indonesian young learners are quite easy to feel bored in larning English for many reasons. One of the classical problem is an inappropriate method of teaching. Generally speaking, children usually like playing, and having fun even in learning. They are usually so dynamic and easily move their concentration from one to another. Therefore, English educators should be more creative in creating and applying various kinds songs especially pop song in learning English. It is important because of music and rhythm as powerful aids to language learning, memory, and recall. However, learning foreign languages is not easy, as many variables need to be considered.Perhaps, one of the main problems in learning a foreign language in this context is the lack of continuous target language auditory input. Language acquisition strongly depends on interaction. In this paper, the writer would like to discuss the benefits of song to language learning, Indonesian song melody in teaching English for young leraners, pop song is one alternative genre of songs for young language learners. Based on the writer's experience, applying song melody in teaching English songs for Indonesian young learners is an effective method in attracting learner's concentration in learning English. Through this way, Indonesian young learners can 1) be more fluent in speaking English, 2) be more active and enjoyful in learning a great number of English vocabulary 3) learn grammatical forms, spelling, pronunciation and connected sounds unconsciously.

Key words: melody, songs, young learners

1   INTRODUCTION

Basically, young learners like music no matter what kind of genres it is. Each person likes different taste one another. Perhaps, someone like jazz or rock music, some may like pop or classical music and the others may like dangdut or Indonesian traditional music. Young learners have a natural musical taste and that play is the only activity that they take seriously. Most of us seldom realize that music is one of effective devices in language learning. In fact, we could not separate our life from songs. Theyhave already been part of daily life. Almost every day we listen songs from our television, CDs, VCDs, DVDs, or even mobile. Consequently,English teachersshould more frequently use songs in teaching new vocabulary, to explain themes and topic and to attract young learners' motivation in learning. Teachers should not let song practice or any activity seem like work but it it should be kept spontaneous.

The research showed that songs are an effective tool in language acquisition. Most young learners believe that music is fun, and can create a joyful learning activity. Music and language go hand in hand, and they also share part of the brain (Patel, 2003). However, how songsreallyinfluence our students in learning English? And how to teach English through the song more effectively?

2   THE BENEFITS OF SONG TO LANGUAGE LEARNING

Since many years, some instructors, scientists and therapists have known the role of music for therapeutic and developmental functions. According to Eken (1996), many educators report success using instrumental music as a warm up and relaxation tool, as a background for other activities, and as the inspiration for writing activities. Fonseca-Mora (2011) also stated that music and rhythm as powerful aids to language learning, memory, and recall. Thus, everyone who feels motivated to do it is able to learn other languages to some degree if an appropriate learning method is used. However, learning foreign languages seems difficult as many factors need to be considered.Probably, one of the language learningproblems in this context is the lack of continuous target language auditory input. To be successful in language acquisition, interaction among others is considerably needed. With interactions affect has been shown to be a mediating force for communication to run smoothly. For example, teacher talk and parental talk share a lot of identical features. Both of them can be analyzed as simplified codes created to stimulate the listener to learn and comprehend language. They share features such as the frequent use of repetition, of formulaic expressions, expansions, preference for simplified words, change in voice volume, and modification of intonational contours(Arnold and Fonseca-Mora, 2007).

In most cases, young learners incline to learn the rhythm and musical contours of the language long before they can say the words because they are usually easy to recognize the sound qualities of direction, duration, tempo, intonation, pitch, rhythm and frequency. To learn a new song, a learner needs to use very modest musical forms. Pairing words and rhythm properly help to hold songs together, and to increase the ability of the mind to recall it. To ease the learning of any new linguistic unit, a language learner may use rhyme, rhythm, and categories to organize the information. Songs quite often give someone knowledge of culture and ethics, improve his/her sensory awareness, encourage turn taking, and increase improvisation skills and the sociality of the group rises. Singing in groups helps to reduce stress and anxiety and also increase self-confidence. The musical-linguistic method increases the learner's interest of sounds, rhythms, intonations and build linguistic fluency through repetition and imitation. Song is also an effective tool for second language acquisition to the same extent as other nonmusical means and it can no longer be accounted as recreational tools, having little instructional value. Eventually, song should be put on a more prominent role in the second language classrooms (Medina 1993).

As a pedagogical tool, songs have a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, improve their speaking skills, vocabulary, sentence structures, and sentence patterns (Murphey, 1992). Based on Purchell in Millington (2011), young learners are easily to get bored by repeatedly listening to a narration or dialog when they try to comprehend the meaning of new words or phrases in context. Conversely, when they are learning a new song continuously can seem less monotonous because of rhythm and melody. In teaching listening skills through songs, for instance, a teacher should be more creative in making language learning successful. He or she may choose the song which is simple and containing common expressions such as the song "*Hello*". Through song, young learners can practice the intonation and rhythm. As English has a stress-timed rhythm, songs can help to establish a feeling. For instance, in teaching this song the teacher could sing the first three lines of the song first, and then the students could continue with the rest three lines.

> *Hello,*
> *Hello,*
> *Hello, how are you?*
> *I am fine,*
> *I am fine,*
> *I hope that you are, too.*

Song and music has the power to stimulate our brains, stating that "songs work on our short- and long term memory" are therefore appropriate device for used in the language classroom (Murphey 1992:3). Songs also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English. These patterns make some songs useful for practicing rhythm and stress. For

instance, the song *Girls and Boys Come Out and Play* could be used effectively to teach English rhythm and stress (Richards, 1969:162). Moriya (1988) also emphasized the benefit of using songs in learning English pronunciation practice for Asian learners. Practicing the various sounds by singing songs is able to be more fun and exciting than other activities such as minimal–pairs drills. Teaching songs for young learners can also help them learn vocabulary because songs can provide the opportunity for vocabulary practice because there are a lot of songs based around a theme or topic that can provide the context for vocabulary learning. For example, teachers could teach the song *Head, Shoulder, Knees and Toes*, to explain body parts, or the song *I Can Sing Rainbow* to review color names. Most children's songs contain monosyllabic words and frequently repeated, this condition offers greater exposure to these words and can help to improve vocabulary acquisition (Millington, 2011).

In teaching songs, a teacher needs to take into consideration of the age of the students and the relevance of the song. Young children tend to enjoy anything with music or a beat. By teaching vocabulary items and language items contained in the songs will also be useful to them in basic communication acts or language learning classroom. Some basic guidelines in teaching a song for young learners would be the following (Forster, 2007). Firstly, English teacher takes the longer part leaving the repetition to the young learners and have them take on more of the oral load. Then establish dialogues using the songs. Once the song is learned, add variations so vocabulary and grammar structures are extended. Finally, create chances to use the structures learned through the song so that they become incorporated into the analytical "left brain". According to Cakir (1999), some benefits of English songs for young learners are as follow:

1. Songs, rhymes and chants are important means of teaching stress and intonation patterns of English and a source of motivation, interest and enjoyment.
2. Music and rhythm make it much easier to imitate and remember language than words which are just 'spoken'
3. A song or chant is useful to reinforce structures and vocabulary and teach children the sounds and rhythm of English, trigger emotions that contributes to socialization, engender pleasure, help to develop an aesthetic taste, and also facilitate memorizing when associated with a linguistic item.

3 CHOOSING POP SONGS IN LANGUAGE LEARNING

Why pop song is highly recommended in language learning? This question can be answered because a pop song are written to be easily understood and enjoyed and of course many people like it. In choosing songs for young learners, Griffee (1990) suggested using short, slow songs for elementary-level students and discusses activities such as creating song word puzzles, or showing related pictures. In connection with selecting songs for language learning, Lems (1996), Poppleton(2001) and Mol (2009) suggested some criteria. The lyrics of songs should be clear, simple, repetitive and often contain a recurrent grammatical pattern. In addition, the vocabulary load for the song, a message, a theme, or a story underlying a song should be appropriate to the proficiency level.

Based on Mol(2009), a lot of types of songs can be applied in the English as Second or foreign language learners, ranging from nursery rhymes to contemporary pop music. In spite of some criticisms of contemporary pop music because of often lack originality and musical appeal but it frequently has good examples of stimulating, modern, 'cool' music, appealing to the real tastes of language learners. Some musics that the children listen every day can be considerably motivating in language acquisition. However, many songs' lyrics or words are quite often difficult to to comprehend; they may be,for instance, containing slang or offensive words and grammatical errors(www.academia.edu/6681059/ Using_ songs_ in_ the_english_classroom).

According to Mol (200), there are some practical steps and tasks for using songs for language learners. Firstly, you need to focus and think the song: the title, the content and message. Underline and highlight specific words or word categories and give their meanings. In order to to allows learner to become familiar with the words, rhythm, stress and intonation, try to lip sync the song. Then, give some questions about the song (the words, topics or characters). Prepare a gapped version of the lyrics and let them complete the blanks before listening and then check afterwards. After that, rewrite the

song as a short and simple story. If needed, change words (adjectives, adverbs, nouns-names, places or feelings), and invent new lyrics for the melody. Finally, let them practice and sing their own versions.

4   APPLYING INDONESIAN SONGS MELODY IN ENGLISH TEACHING

If used properly by the English language teachers, songs are a very means whereby young learners have fun and at the same time acquire a language. Teachers frequently get difficulty in finding songs, chants, and rhymes. However, there is no great secret to turning ordinary language into chants. Young learners find it quite natural to turn almost anything into a chant. Teachers can fit the words to any topic she/he is doing (Reilly and Ward, 1997). The followings are the steps in implementing Indonesian Song's Melody in Teaching English for young learners. Firstly, you can select one title of Indonesian songs with lyrics that students already get familiar such as *Pelangi, or Kebunku. (*It will be suggested to make relevant with the topic or theme of your lesson plan you want to teach. There many children songs are available on the Internet such as *Youtube* or *Google*). Secondly, listen to the song and after that ask students sing together. At this stage, you could listen to the song again and write down any words or phrases or you can find the lyrics online by typing the song name into *Yahoo* or *Google* and you should be able to find the lyrics easily. After that, you need to translate and write the Indonesian lyrics into English version. Don't forget to consider the number of syllables on your English translation. Then, read the words or phrases you have already made.Of course, you need to give short explanation of the new words to the young English learners, show and compare them to Indonesian lyric). Finally, sing the song in English version and then ask students sings together. (If needed you may record this song and save in your students mobile phone so they can be easily listen the song and study English at the same time). By using this method, students are usually sing the song easily because they have recognized the melody of the song well. It will be better if the song is sung over and over until the students get familiar with the lyric of the song in English version. This is one example of Indonesian Song Melody with English Lyric (English version).
The song *Burung Kakatua* (The Cockatoo)

5 5 3 í 3 2 . 3 4 6 5 4 3
My bird of coc-ka-tooSits on the window sill
5 5 3 í 3 2 .7 6 5 4 3 2 1

My grandmo-ther is old   she   on- ly has two teeth
3 5   3 5   5 6   6 6 6
Tredung, tredung, tredung tra la la
3 5   3 5   5 6   6 6 6
Tredung, tredung, tredung tra la la
3 5   3 5   5 6   6 6 6
Tredung, tredung, tredung tra la la
3 5   3 5   5 6   6 6 6
Tredung, tredung, tredung tra la la
1   7   5 6 7 1 .
My bird of coc-ka- too

5   CONCLUSION AND SUGGESTION

In conclusion, teaching English song using Indonesian song melody for Indonesian young learners can create a better learning environment; build listening comprehension, pronunciation, speaking, reading, and writing skills, grammar, spelling and pronunciation; and expand the knowledge about culture and ethics. In addition, it can can create an enjoyful learning. The learners are also easily to remember new words and English expressions if they listen to them in a song than if they read them or learn them. Adapting Indonesian song's melody in teaching English is one method that can help teachers increase their repertoire of songs, thus giving them more opportunity to use

songs in their teaching contexts. Learning English for young learners through Indonesian song melody will give a huge benefit. Learners are getting fun, more motivating and much easier to remember a list of English words. So teaching activities should be designed in such a way as to supply the child with enjoyable and easy to understand English lessons.

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PLAGIARISM IN STUDENTS' ACADEMIC WRITING: A CASE STUDY OF INDONESIAN UNDERGRADUATE STUDENTS

Rina Agustina
rinaagustina@gmail.com

Pambudi Raharjo
The University of Muhammadiyah Purwokerto

Abstract

Plagiarism has been done in the academic world for years, particularly in the academic writing. Plagiarism is not only committed by students but also lecturers. Students are supposedly trained not to act in such misconduct in their first year of university, but there are still many cases of plagiarism occurred in the Eastern world. Therefore, this paper wanted to explore plagiarism sources and reasons why it was done from students' point of view. A case study involving 32 English Education students and 10 Psychology students, who were currently writing their Bachelor thesis, was done from February until November 2014 at one of private universities in Central Java Province.Questionnaire, interview and a writing test were conducted to gather the data. It revealed that internet was the most source used by students compared to books and articles. They also stated that mostly they plagiarised due to several reasons, i.e.,low academic reading and writing skills, meeting the deadline of assignment and no penalty given by lecturers if they were caught plagiarising one's work.

Keywords: plagiarism, misconduct, academic writing, sources of plagiarism, reasons of plagiarism.

1   INTRODUCTION

Plagiarism has been recognised in the academic world, particularly, academic writing. It is understood that plagiarism is taking someone'work without honouring his name. Plagiarism is not only done by students but also teachers and lecturers. There are several plagiarism cases involving lecturers in Indonesia, for instance, Anak Agung Perwita from Parahyangan University,who wrote an article for The Jakarta Post in 2010, plagiarised Carl Ungerer's article, which was published in the *Australian Journal of Politics and History* in 2007. This is only an example which was widely known publicly. In fact, there are other obvious examples of plagiarism commonly done in the community. For example, a lot of services offer analysing thesis data and writing them as well. These kinds of services are preferred by most of students who are in the end of their study.

Although plagiarism is happened in the academic world, there has not been any serious solution to encounter it. What happened so far in Indonesia is Government gives tougher policy on publishing works and announces *An Anti-Plagiarism Movement* in May 4th, 2011. Therefore, it is necessary to investigate what really is happening in the academic world, especially, in the students' academic writing.

Thus, this article intended to find out sources of plagiarism and why students did this academic misconduct. In addition, the next section would explore plagiarism issues and academic writing.

2   PLAGIARISM

The word plagiarism itself is from plundering which means stealing (Sutherland-Smith, 2008). As a result, Plagiarism is defined as acknowledging one's work as his own without stating clearly and obviously the original author's name (Pecorari, 2008). From this definition, it is understood that

plagiarism is mostly done in the written form.Furthermore, there is an opinion that plagiarism occurred as copyright law does not include the original author's name in the process of printing and publication (Pecorari, 2008).

Nevertheless, there is a counter opinion that copyright law can only be used once a piece of written work has been published. These two different arguments lead to confusion amongst schools and educational institutions. They then have to reestablish the essence of plagiarism so that penalty can be given to their students:

(a) the term of plagiarism is refined as copying one's work word by word partially or even copying one's work fully from its original source without stating the original author's name
(b) the person who plagiarises one's work is called a plagiarist
(c) students who commit plagiarism will be given several penalties, which include scoring deduction and being expelled from school or educational institution where he is currently studying (Pecorari, 2008).

Moreover, plagiarism cases are mostly done by Eastern students, in which they give several reasons why they do it, for instance, they state that their previous learning is copying one's work and if they do copy exactly as it is they do not get any points from their teachers (Pecorari, 2008). Pecorari (2008) also argues that it is difficult for students to differ general knowledge and statement which needs proper citation and references. In other words, students also have difficulties since the original sources of their learning are mostly written in English and their English proficiency is still low (Pecorari, 2008). In addition, they also say citation is not necessary in the Eastern academic world as their teachers never teach them to do otherwise (Pecorari, 2008).

Thus, plagiarism is labelled as an academic death penalty to those who do this academic misconduct as whatever they write will be questioned for its originality.

3   ACADEMIC WRITING

Plagiarism is bonded together with academic writing, which does not exclude academic speaking. However, most of plagiarism cases are committed in the form of writing. How does a plagiarism may occur in the students' academic writing?Most of lecturers and teachers ask their students to do homework or assignment outside teaching hours. These requirements make students possible to have access on finding sources from library and internet or other kind of sources. Therefore, it is very easy for them to get any written works and change them into their own works.

Students themselves, however, argue that they do plagiarism due to several causes, namely:

(a) limited time given to them to finish their assignment, for example, only one week to finish a 3000 essay
(b) plenty of other assignments given by other lecturers or teachers at the same time and with the same due date
(c) lack of ideas developed due to limited time they get
(d) lazy to work early as they prefer to work approaching the due date of their assignments (Agustina & Raharjo, 2014).

The previous research results are also in line with Kusumasondjaja (2010) who found out that students perceived plagiarism as something unimportant as long as they finished their assignment on time, they got good result and passed the course.

Further, there are some examples of plagiarism cases occurred in Indonesia. The act of plagiarism is committed by academics such as a graduate from a famous university in Yogyakarta and a lecturer from a private university in Bandung (http://www.tempointeraktif.com/hg/pendidikan/2010/04/16/brk,20100416-240841,id.html; Kompas, 29 February 2010; http://www. detiknews.com/read/2010/02/19/123909/1302743/10). The latter is still being talked until now since it is the first time a plagiarism case is reported widely by mass media.

Currently, there are also several plagiarism cases discussed in mass media for instance, a well-known figure and a lecturer in one of well-known universities in Indonesia was accused by an author who claimed that the lecturer had plagiarised his work. The person himselfis a has been resigned as a staff in the Ministry of Religious Affairs ever since the plagiarism case emerged and the university where he works has done some further investigation.

Importantly, there are several reasons why plagiarism mostly occurred in the Eastern academic world rather than Western academic world (Pecorari, 2008), namely:

1. Cultural background in the East is not particularly mentioned the original author's name as compulsory'
2. In-text citation and put the original source in the references are not necessary,
3. Repeating information exactly the same as the original source,
4. It is important to have evidences to support writing but where the evidences were got is not important,
5. Remembering every word is the method of teaching and learning in the East, and
6. Inability to differ facts and general knowledge,
7. The understanding of plagiarism between Eastern and Western academic world is very far different, in which people in the West take it seriously while those in the East think it is not very important.

There is also an issue of how to fight against plagiarism since the Western aacademic world, particularly English speaking countries use anti-plagiarism software to help lecturers detect students' plagiarism. *Turnitin* and *plagiarismchecker* are two examples of plagiarism detectors. However, *turnitin* is only available using English language database which means it is not possible to use it in Indonesia. Besides that the cost of buying this software is quite expensive and unaffordable to most of Indonesian institutions.

On the other hand, *plagiarismchecker* is free and available online. Regardless its advantages, there are some weaknesses such as it is only available when the users have internet connection and sentences scanned for plagiarism are limited for only 100 words.

Further, there is a current research about an anti-plagiarism model, which is abbreviated as A-A-C-R or Awareness-Acknowledge-Citation-References (Agustina & Raharjo, 2014).This model has been developed by Agustina & Raharjo as part of their research funded by Indonesian Directorate General of Higher Education (DIKTI). This model is still parts of on-going research for university students in one of private universities in Central Java Province.

There are four steps in applying this model which will be explained in detail. First, students must be aware of the danger of plagiarism by presenting them with some plagiarism cases done by academics in Indonesia. Second, the name of original authors where the original sources are taken must be acknowledged. Third, the name of original authors and the year of the writing is published must be cited and possibly the pages of part of the original sources taken. In this third step, students also learn technical witing, *i.e.*, paraphrasing technique to avoid repeating exact words and sentences of the original sources. The final step is matching the original sources from in-text citation and the list of original sources in the references (Agustina & Raharjo, 2014).

A-A-C-R itself will be the first model of anti-plagiarism which is introduced and taught through training and writing practices within several periods of time. This model is not developed for English Education students but also other students from different departments. The reason is the original sources they read for finishing their assignments are mostly written in English or translated into Indonesian from English. Therefore, it is necessary to teach them different perspectives of recognising and fighting against plagiarism through original sources.

The previous studies and examplesexplained suggest that plagiarism is actually an alarming situation in Indonesian academic world as many cases happened with lack of understanding of plagiarism, no introduction of plagiarism examples to students as well as no proper and tougher treatments applied in the educational institutions.

Thus, the objectives of the research are:

(e)   identifying sources of plagiarism used by students to write their assignments in terms of common and rare forms of plagiarism,

(f)   analysing students' essay writing in terms of developing ideas, and

(g)   finding out students' reasons of why they plagiarise in completing their written assignments.

In terms of implication of the research, it would be viewed from curriculum and pedagogical aspects. It is expected that by studying students' plagiarism and their reasons to do it, students' academic honesty would be built. Further, plagiarism is not solely introduced outside teaching learning process but also inside the classroom. In other words, each teacher must understand plagiarism issues and inform their students as well as teach them to avoid it.

4   METHOD

This article is a research based paper, which is written as parts of research results funded by DIKTI (Indonesian Directorate General of Higher Education). In order to understand why Indonesian students plagiarise and what kinds of sources they usually use for finishing their assignment, several data were taken from February until November 2014. Those data were then analysed using mixed method research, which applied quantitative and qualitative analyses.   The participants   of   the research were 32 English Education students and 10 Psychology students at one of private universities in Indonesia.Those students were currently writing their Bachelor thesis and they were in the eight semester of their study.

Participants of the research were required to fill in questionnaire of forms of plagiarism they usually and rarely used, they were also interviewed to enhance their responses in the questionnaire results. Finally, students were asked to write a-150-word-essay about education to identify their writing skills. English Education students were asked to write an essay in English whereas Psychology students wrote their essay in Indonesian.

After collecting the data from questionnaire, interview and essay writing test, they were then tabulated and analysed using MS Excel. Those data were then presented in the form of graphs as well as interpreted for addressing the research objectives.

5   FINDINGS AND DISCUSSION

5.1   Findings

5.1.1   *Questionnaire Results*

Students were asked to fill in questionnanire of what common and rare forms of plagiarism they did. Figure 2 illustrates common forms of plagiarism students had done. 25 students said they copied sources from internet without proper references while 25 of them also said they copied their friends' works and changed them into their names.
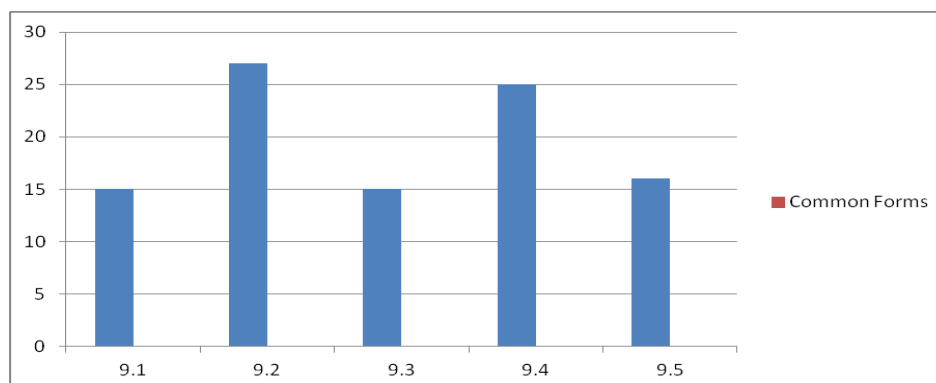
Figure 1. Common form of plagiarism in students' academic life. The vertical line shows the number students while the horizontal line indicates the questions.

On the contrary, around 15 students said they took their writing from internet sources and they tried their best to change every word but they still failed to do so as well as they failed to give proper references. Meanwhile, the rest of participants said that another common form of plagiarism they did wasjust using their friends' works and rewriting it without proper references of the original sources..

Having discussed common form of plagiarism, students also stated several forms of plagiarism they rarely did. Figure 2describeswhat rare forms of plagiarism used by students to finish their assignment. 10 students stated that trying to rewrite few words word by word in order to make a paragraph or more without inserting a comma or author's names was very uncommon for them.
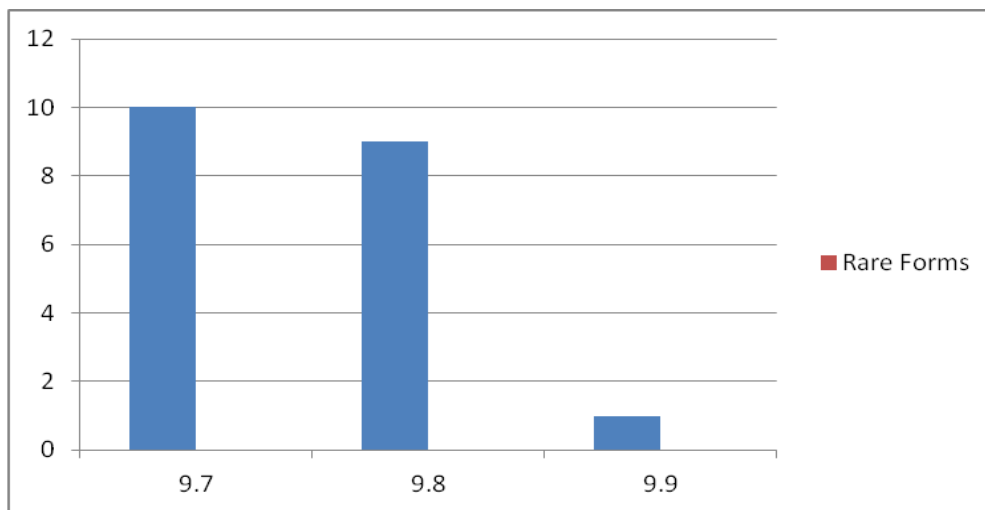
Figure 2.Rare form of plagiarism in students' academic life. The vertical line shows the number students while the horizontal line indicates the questions.

Further, remembering a sentence from an article or internet sources without proper reference was the second rare form of plagiarism (9 students).In addition, only 1 student who chosethat rewriting sentences from an article with his own words without proper references was uncommon form of plagiarism.

5.2 Interview Results

After obtaining students' questionnaire results, an interview was conducted to 5 students, in which S1 defined plagiarism as*"stealing someone' work which is acknowledged as our own"*. All of them also agreed that identifying plagiarism is necessary as it had been supported by S5 that, *"Plagiarism is academic crime so it is important to know it"*.When their honesty in writing was asked, all students admitted that they plagiarised for several reasons. One of them was stated by S2 who said that, *"I plagiarised to finish an assignment and I took it from the internet."* When students were asked whether they could avoid plagiarism they said they did not know what to do. As it was stated by S3, *"I don't know since the information about plagiarism is still limited."* Meanwhile, all of them agreed that one way to avoid plagiarism was giving students' understanding on plagiarism and a seminar should be conducted to help them. As it was stated by S4, *"Fighting against plagiarism can be done through a seminar.*

Essay Writing Test

Figure 3. Students' scores of essay writing test. Vertical line shows the scores and horizontal line indicates students.

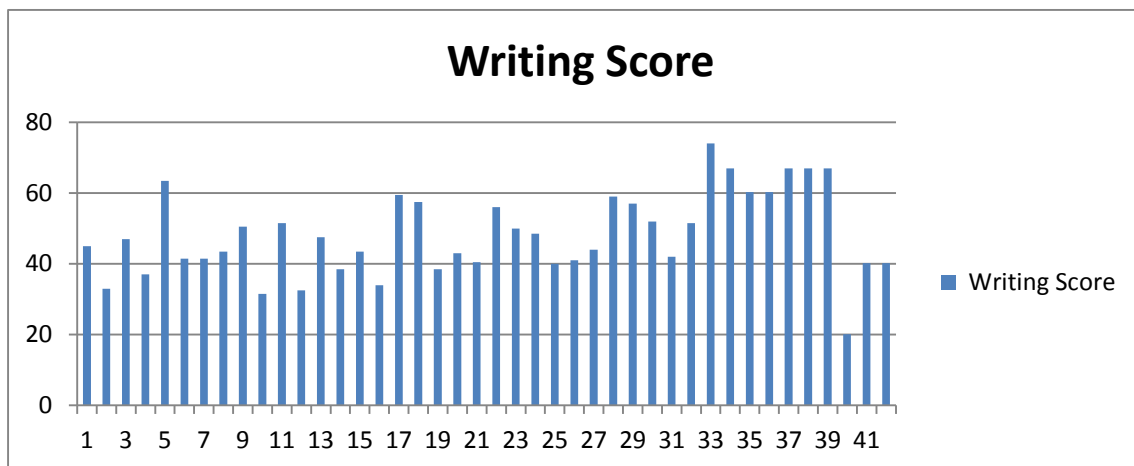Figure 3 shows the results of students' essay writing test. They had to write a-150-word essay on education and the genre was argumentative text, in which they had to present pros and cons of their argurment equally. The results from Figure 3 described that only 6 students scored more than 60 and presented their ideas well but still without facts. Most them scored 20-40 (23 students) with limited ideas and no facts mentioned. Meanwhile, 12 students who got 50-60 only wrote a very short essay, which was less than 100 words. The students' writing neither showed any development of ideas nor supporting facts. Finally, only one of them scored below 20, who wrote without very little ideas and evidences or examples to support his ideas.

5.3   Discussion

Having analysed the questionnaire and interview results, it is implied that students were well-understood with the forms of plagiarism. Most of them underlined that internet was the most common source of plagiarism while the second common form was borrowing a friend's work and copied it. These forms suggest that students just wanted to finish their assignment without too much hardwork (Clyde, 2001; Introna & Hayes, 2008; Kusumasondjaja, 2010; Laird, 2001; Rocklin, 2000). They prefer to use internet rather than books and articles from academic journals as they are not free and difficult to get or buy (Clyde, 2001; Introna & Hayes, 2008; Kusumasondjaja, 2010; Laird, 2001; Rocklin, 2000).

Meanwhile, the rare forms of plagiarism done by students are very uncommon practices since remembering every detail of the original sources is difficult, particularly those which are written in a foreign language like English (Chang, 2006). Therefore, it was likely students preferred to have original sources written as it was rather than trying recalling their memory.

Reasons for commiting plagiarism were then able to be identified from the research findings. The most prominent reason is getting good score and passing the course regardless honesty (Mass, 2002, Agustina & Raharjo, 2014). Students were even confident to cheat by putting up sophisticated words or high frequency words in their assignment in order to impress their teacher (Maas, 2002). They also liked to work late approching the deadline, which caused high risks of plagiarising one's work (Maas, 2002). Additionally, students blame limited time for completing their assignment and their teachers usually ask them to finish various assignments at the same time are their excuses to plagiarise (Agustina & Raharjo, 2014).

Students were further stated that they plagiarised since their lecturers never warned them and they could always get away with it. It indicates that plagiarism is still not an important issue in Indonesia academic world as most of academics still did this misconduct without any penalty (Thompson & Williams, 1995; Maas, 2002).

Moreover, plagiarism also happened due to low English proficiency of reading the original sources (Chang, 2006; Novera, 2004; Pecorari, 2008; White, 1998).Students' essay writing results

also indicate that they had low writing skills as they did not have sufficient ideas to explore educational issues whereas these matters are actually their everyday lesson (Storch, 2009). Their lack of grammatical and vocabulary knowledge make them unable to write the original sources fluently using their own words (Chang, 2006; Storch, 2009). Their limited ideas are also written repeatedly and they could not distinguish between general knowledge and ideas that needed references (Storch, 2009). The ideas presented in each paragraph are also incoherent due to low writing skills (Storch, 2009).

Furthermore, students' written works have very limited facts or evidences to support their ideas which mean they have low reading comprehension of the original sources such as books and articles provided for their courses (Chang, 2006; Novera, 2004; Pecorari, 2008; White, 1998).

In addition, during an interview, students stated they had insufficient information about plagiarism since noone told them. It is true since Indonesian culture relies education on memorisation rather than analyis skills, in which students are asked to copy exactly the same words or sentences written in their textbook (Pecorari, 2008).

Therefore, various ways have been done to fight against plagiarism with unsuccessful results. This situation caused by lack of academic penalty from educational institution and even teachers and lecturers themselves are reluctant to give punishment (Agustina & Raharjo, 2014). A proposed solution must be suggested as it is important to alert educational world of plagiarism issues. As it was revealed from interview result that students want to familiarise themselves with plagiarism issues through seminars and workshops

This suggestion may be possible as an anti-plagiarism model has been developed, which is called A-A-C-R or Awareness-Acknowledge-Citation-References (Agustina & Raharjo, 2014). This model can be applied in the seminars and workshops as well as classroom as it offers simple step-by-step approach to encounter plagiarism. This model is possibly applied for first semester students with continuation training when they progress in their students. This continuity wants to highlight the importance of reducing the acts of plagiarism and students will face more difficult written assignments as their semesters progress.

A-A-C-R teaches students to firstly be aware of plagiarism issues by giving them several examples done by famous and infamous academic figures in Indonesia. Secondly, they learn to acknowledge original authors of original sources taken for their writing assignments. Thirdly, students learn to paraphrase in order to write in-text citation properly. Finally, students must write proper references based on in-text citation they put in their writing (Agustina & Raharjo, 2014).

This model has been applied in one of private universities in Central Java Provinces with a slow but promising result since teaching plagiarism and how to avoid it are not easy particularly to students who like to do a shortcut to complete their assignments (Agustina & Raharjo, 2014). The key of teaching students to encounter plagiarism is technical writing and drilling to make sure that they always practise the paraphrasing technique (Agustina & Raharjo, 2014).

6 CONCLUSION AND SUGGESTION

6.1 Conclusion

In conclusion, plagiarism must be avoided and reasons why students committed this serious academic crime were:

a. The burden of assignments due to time restriction and varied assignments given to them,
b. For the sake of good result and passing the course,
c. Low English proficiency as students' references were mostly written in English, and
d. No penalties given to them make them felt secured to plagiarise.

Students also highlighted several sources they used for plagiarising, which were commonly from internet as it was easy and convienient. Books and articles from scientific journals were then put aside as students preferred to browse their assignment sources from internet. Finally, their writing results showed low writing skills because of they lacked of originality of ideas and ideas presented

were very limited. Most of students beat around the bush and used the same ideas repetitively with no facts to support their ideas.

6.2   Suggestion

There are several suggestions can be obtained from the findings, in which, an urgent solution is needed to help students understand and avoiud plagiarism. This anti-plagiarism training must be applied to students who just commence their study in the university so that anti-plagiarism campaign can be done as early as possible. The proposed anti-plagiarism model is called Awareness-Acknowledge-Citation-References (A-A-C-R), which will be investigated as a further study in the future. The possible research will explore the effect of this model towards students' writing skills.

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LEARNING SCIENCE THROUGH ENGLISH: TERTIARY CLIL CLASSROOM INTERACTION IN INDONESIA

Novriani Rabeka Manafe
korbafo_tulandale@yahoo.com

Nusa Cendana University
Kupang, East Nusa Tenggara

Abstract

This paper seeks to investigate the classroom interaction of a tertiary Content Language Integrated Learning (CLIL) class in Indonesia. The CLIL program was conducted in Indonesia, using the experiences of learners in the Nusa Cendana University, the state university of Kupang, Indonesia, Faculty of Public Health. Specifically, the thesis explores the documented experiences of students' and their perceptions of the learning activities and resources, the tasks given, the teacher's performance and the use of English during the teaching and learning of two sample Biology lessons conducted in the second language - English.This research adopted a qualitative case study method with a focus in-depth interview, questionnaire and classroom observation for data collection. Twenty participants responded to the questionnaire whilst six students made up the focus -group interview The findings of this writing demonstrate that the majority of students were satisfied with the CLIL program in terms of its objectives for developing dual focus knowledge and skills in Biology and English as a foreign language. All the students viewed that the activities conducted during the lessons were interesting and engaging. Similarly, they thought that the learning resources were reliable and updated. Following this, the teacher's teaching style was also considered enjoyable to the students. However, the findings also highlighted noticeable gaps, including the tasks' difficulty level and the use of English in the classroom. Suggestions are recommended. This pilot project also reinforces the notion that further research in CLIL is crucial in developing tertiary courses.

Keywords: classroom interaction, resources, task difficulty, teacher's performance

1 INTRODUCTION

Content and Language Integrated Learning (CLIL) was firstly coined by David Marsh in 1994. This newly developed approach was initiated in Europe. Coyle, Hood & Marsh (2010, p.1) defined CLIL as "a dual-focused educational approach" where an additional language is used to both the teaching and learning of content material in a classroom. In this case, students will be able to learn a language as they use it in class as well as they acquire the ability to use the language. This was further described by Mehisto, Marsh & Frigols with the term 'integration' where content classes include language learning. Likewise, language-learning classes accommodate content material (2008, p.11).

CLIL emerged as the result of several driving forces. Firstly, due to the overcrowded curriculum, students only have limited time to learning another language as well as mastering content material. Secondly, the appearance of multicultural and multilingual communities resulted from globalization. Another driving force is European communities' promotion of multilingualism as an outcome of school and tertiary education (Coyle, Hood & Marsh, 2010).

The notion of CLIL is based on the four elements namely the 4Cs comprising culture, content, communication and cognition. Among these elements, cognition is viewed as the prominent notion since learners' thinking is developed. Besides the 4Cs, one typical feature of CLIL is the language triptych consisting of language of learning, language for learning and language through learning (Coyle, Hood & Marsh, 2010)

The dual integration of knowledge and skills in educational contexts, include some distinctive features of CLIL (Coyle, Hood and Marsh, 2010; Mehisto, Marsh & Frigols, 2008). To begin with, CLIL serves as a dual focused approach by which subject content is included in language learning as well as the notion of incorporating language learning in the study of content subjects. In addition to this dual focus, CLIL incorporates the use of a second language or foreign language as the vehicular language in teaching and learning of content.

This study will benefit an understanding of the impact of a CLIL tertiary education in a Kupangnese context. The study hopes to investigate whether tertiary students learning English will simultaneously gain more knowledge and improve their English language competence. Therefore, the success of this pilot study will offer a pedagogical approach that serves as an advantage for minimizing the current overcrowded curriculum in Indonesia's tertiary education system. This is due to CLIL's method of teaching two subjects in one class. In addition, this small-scale case-study will open opportunities for further research on CLIL at university level in Indonesia

2   METHOD

As this qualitative case study aimed at finding the holistic views of learning English and Biology at the same time, the researcher attempted to achieve four specific objectives namely; 1) investigating tertiary students' perception on learning activities, 2) generating students' opinion about the reliability of the study resources, 3) examining the difficulty level of the tasks given to them, 3) exploring students' opinion on the teacher's performance and 4) finding out the using of English during the two sample Biology lessons. Using this methodology allowed the researcher to "generate or inductively develop a theory or patterns of meaning" (Creswell, 2013). This research did not begin with any assumption to be proved, as a researcher I merely relied on data collected from the field to build up a set of theory relating to the learning of Science through English in a CLIL program in Indonesia.

In terms of participant recruitment, the researchers conducted criterion sampling by which the participants were chosen based on certain criteria (Bryman, 2012, p. 419). Thus, the participants of this study were 20 students who were eligible to participate because they fulfilled the following criteria:

1. They were above 18 years old;
2. They were enrolled in the Faculty of Public Health at Nusa Cendana University;
3. They had passed the two subjects incorporated in the two CLIL lessons namely Biology and English.

Based on the above-mentioned criteria, the 20 participants' ages ranged between 20-22 years old. In addition, they are now in their second and third year study at Faculty of Public Health at Nusa Cendana University. Then, they have also chosen the two units, namely English and Biology in their first and second years of study. In addition, the participants for the focus group interview were 6 students who were chosen by using 'researcher-driven recruitment', which means recruiting participants initiated by the researcher. The researcher contacted the 6 students through emails to participate in the focus group

During the data collection process, the researcher applied used triangulation using three different types of data sources namely questionnaires, focus group interview and classroom observation.

Questionnaires were distributed and collected in sealed envelopes to assure the anonymity of the respondents. There were 20 questionnaires were returned after the second lesson took place. Next, regarding the lesson observations, they were conducted during the two Biology lessons. Observations were also recorded. In addition, the researcher completed the teacher's self-evaluation grid during the observation. The last method of data collection, the focus group interview was undertaken after the two lessons. This interview involved 6 participants, 2 male students and 4 female students. Moreover, the 6 participants were invited to one of their classroom for the interview which lasted for about an hour. The interview itself was conducted in *Bahasa Indonesia* which is truly understood by the students.

Regarding data analysis, data taken from the triangulation of questionnaires, focus group interview and classroom observation were analyzed by using thematic analysis (Bryman, 2012; Creswell, 2013, Mertens, 2010; Cohen, Manion & Morrison, 2011). The data from the questionnaire are presented in visual representations with percentages. Likewise, the data from the focus group interview was transcribed. As suggested by Bryman (2012), thematic analysis mainly deals with the codification of the transcript to extract the major categories from the large corpus of data.

An initial step in coding is data transcription. With this process, text data is converted from recorded interviews including field-notes (Creswell, 2013). Transcriptions were firstly written in Indonesian and then English. The researcher transcribed all interviews and included those moments when interviewees paused. Such careful transcription helped the researcher to capture all the minute details of the interviews. Participants have been given pseudonyms names. The researcher used these pseudonyms names based on the agreed negotiation between myself and all the participants. More importantly, transcribed interviews were sent back to interviewees via emails for approval before they were officially used in this research.

After transcription then the researcher began to code. The purposes of coding are learning from data, searching categories, patterns and explanations (Richards, 2009). Coding generates new ideas and gathers material by topic (Richards, 2009, p.93)

In this research, the researcher applied two kinds of coding as proposed by Richards (2009). They are "topic" coding and "analytical" coding. Firstly, topic coding which allocates topics within passages was used in the first stage after transcription. This coding type involves surface understanding of the situation to specify themes. After transcribing all the interviews, the researcher re-read each transcribed text several times and then used margins to find potential themes. These themes were firstly categorized into shared general themes and separate ones (major and minor themes) among participants. Richards (2009) emphasizes that this initial stage is crucial in building up deeper understandings of participants' perspectives. This research goal was to find out what learners perceived about the strengths and weaknesses of a CLIL program in their tertiary context. To further explore deeper layers of themes for interpretation, analytical coding was the second step in the data analysis.

3   FINDINGS AND DISCUSSION

3.1   Learning activities

Students' participation deals with classroom interaction. Subsequently, this covers four sections namely the extent to whether the students liked the activities performed in class, the appropriation of study resources, the level of difficulty of the tasks and the teacher's performance.

Surprisingly, all of the students stated that they liked the activities conducted in the classroom. Based on the questionnaire results, the students claimed that instead of being boring and monotonous, the activities were very enjoyable and those activities have built an enjoyable learning environment in which students are supported to understand the topic being studied. More interestingly, the students also argued that the designed learning activities helped them to improve their thinking skills.

The notion of the beneficial learning process also emerged during the interview where one student pointed out that the activities done in the class were very engaging therefore she noticed that all students actively participated. Consequently, the student claimed that all students were very enthusiastic to follow the lessons because they were very interesting.

> "In my opinion, I really like the activities, as we all know, everyone was very enthusiastic with the activities, all participated actively, no one sat still or did not pay attention, it was all because the activities were very interesting."**(P. 05)**
> "Adding to what has been said by the other friends previously, the learning style is very different from what I have experienced before so the things that we thought at first as difficult become easier to understand them." **(P. 06)**
> "I agree with everyone, the activities were varied and not monotonous." **(P. 03)**

3.2   Learning resources

Based on the data presented in Figure 3, all students (100 %) agreed that the study resources were appropriate for use in the lessons. This has impacted the success of both content and language learning due to the fact that the resources were supported by audio-visual aids such as software used in listening tasks. Regarding this, one student from the focus group interview conveyed the reliability of the resources,

Figure 1 Classroom interaction
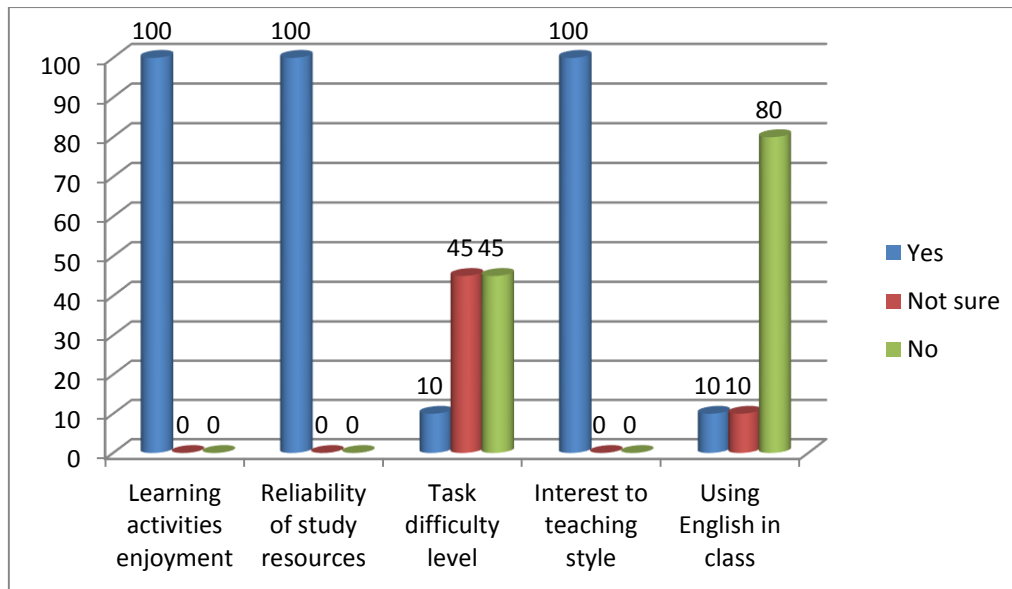
3.3   Learning resources

Based on the data presented in Figure 1, all students (100 %) agreed that the study resources were appropriate for use in the lessons. This has impacted the success of both content and language learning due to the fact that the resources were supported by audio-visual aids such as software used in listening tasks. Regarding this, one student from the focus group interview conveyed the reliability of the resources,

> *"I personally like the resources even more because they are very reliable and up to date so all of us became more and more interested to learn Biology through English like this class."* (***P. 04***)

3.4   Task difficulty level

Referring to the data presented in Figure 1, there was a variety of opinions on whether the tasks given during the lessons were difficult. Firstly, 9 students (45%) claimed that the tasks were too easy because they were very much related to the lessons they had studied in secondary school and in their early years in higher education. Furthermore, 9 students (45%) admitted that they could only partially complete the tasks. However, despite the fact that they initially faced problems doing the task, the students finally managed to finish the task with help from their peers. Interestingly, only 2 students (10%) stated that they had problems translating the task into Indonesian due to lack of proficiency. They were unable to understand the task to complete them. This is supported by the data collected during classroom observations. Despite the validity and reliability of the tasks and assessments, the teacher found that some students, particularly those with an average level of English proficiency, found difficulties in comprehending the instructions, which were given in English. Some managed to solve the problem after cooperation with their peers who had better understanding of the tasks. Furthermore, these students asked for more explanation from the teacher regarding instructions to complete the tasks. On the other hand those who remained passive indicated that they did not comprehend the tasks.

3.5   Teacher performance

As presented in Figure 1, all students (100%) agreed that the teacher teaching performance was interesting. The data from the questionnaire did provide some explanations for this finding. First, the students thought that the teacher had managed to build a serious but relaxed learning atmosphere that they found was not boring and motivated them to attend the lessons. Secondly, the teacher's way of involving students in all activities and allowing them to be the centre of the learning process encouraged students to motivate themselves to achieve the learning objectives. Adding to that, students appreciated the opportunities given by the teacher to ask questions at any time during the lessons and also discuss the tasks and instructions both with peers and the teacher. Another positive feedback for the teacher was that the students claimed that the use of the updated software in delivering the lessons was also a positive feature of the teacher teaching style.

3.6   Using English in class

To begin with, there was a variety of responses found in the use of English as the language of classroom communication. As presented in Figure 1, there were only 2 students (10%) who claimed that they used English to communicate with their peers in discussions during the lessons because they considered the lessons a good opportunity to use English since there were not many chances like this is offered.

Another 2 students (10 %) argued that they did not always use English in classroom discussions because they believed that not all students have good mastery of English so they prefer to switch back and forth between Indonesian and English. Furthermore, the highest percentage of the students, 16 students (80 %), indicated that they did not use English at all because they did not feel confident with their English ability. Additionally they highlighted the issue that they were used to using Indonesian in all their courses.

Based on teacher observations, most students did not really used *Bahasa Indonesia* or Indonesian when speaking with their friends. Students were more confident communicating among themselves by using the Kupang Malay. This is illustrated by the fact that students used the lingua franca of the Kupang city area, Kupang Malay, when they spoke to each other during small group discussions. On the contrary, the students communicated with the teacher by randomly switching from formal Indonesian to English.

3.7   Discussion : Students participation in class

This section discusses classroom interaction in which students were engaged. The classroom interaction meant here covers learning activities enjoyment, reliability of the learning resources, the difficulty level of the task given, the interest to teacher's teaching style and the attitude towards English as the medium of instruction in class.

Regarding learning activities, overall the students found the activities very interesting and engaging. Therefore, the learning environment was built to support the learning process. In addition, building a supportive learning environment was also a way of providing scaffolding for the students to achieve better learning outcomes (Coyle, Hood and Marsh, 2010; Mehisto, Marsh and Frigols, 2008).

Adding to the environment, the students also revealed the notion of thinking skills as the result of engaging in the learning activities. This is possible because the material and activities designed for the two Biology lessons were based on the hierarchy of thinking process which is known as Bloom's Taxonomy. This hierarchy of thinking processes was developed to stimulate learners' thinking skills. The cognitive process is arranged from the lower-order thinking process (LOT) to the higher-order thinking skill (HOT). As for students in tertiary education, the emphasis of learning tends to focus more on higher order thinking processes (Coyle, Hood and Marsh, 2010; Mehisto, Marsh and Frigols 2008). The whole discussion of thinking skills is embedded in the notion of cognition from the CLIL framework, the 4Csframework (Coyle, Hood and Marsh, 2010; Mehisto, Marsh and Frigols, 2008).

Turning to the reliability of the learning resources, the materials used in the two lessons were developed by incorporating the most updated and reliable resources. In addition, it was very important to accommodate the authentic materials in order to support students learning both content and language (Coyle, Hood & Marsh, 2010).

Moving onwards, apart from the reliability and the authenticity of learning resources, the students' response to the difficulty level of the tasks given in class varied. Despite the fact that half of the participants managed to finish the tasks, there were a small number of students who found the tasks too difficult for them. The difference in percentage was caused by the fact that the students had different levels of linguistic competence particularly English language competence. As suggested by Mehisto, Hood and Marsh (2008) and Dale and Tanner (2012), students with a higher level of English competence performed better in completing the tasks. On the other hand, the learners with lower levels of English mastery struggled to finish the given task.

Interestingly, all students had a positive attitude towards the teacher's teaching style. Moreover, they provided the reasons for enjoying the teaching style of the teacher. As pointed out by Dafouz and Nunoz (2009), successful teaching and learning can be achieved by allowing students to become the centre of learning as well as involving them in all stages of the learning process itself. Furthermore, providing enough scaffolding for the students also benefited their learning process. The role of the teacher then became that of facilitator, rather than holding an authoritative control as the only source of information and knowledge (Mehisto, Marsh and Frigols, 2008, Coyle, Hood and Marsh, 2010). Adding to that, the fact that the teacher accommodated the use of audio-visual information and laptops or computers in delivering the material helped students enjoy the learning. This is supported by the notion of using ICT in CLIL classrooms as suggested by Yubero and Moreno (2009).

Concerning the use of English as the language of instruction, the percentage of students who used English in class was much lower than those who did not use it at all. In regards to the small number of students using English to communicate in class, the effort to use English in class emerged from the fact that the students realized the importance of English as an international language as suggested by MacKay (2002), Matsuda (2012) and Crystal (2003) spoken by not only people all over the world but also by themselves.

In this case, the students positioned themselves as the bilingual or multilingual speaker of English in Indonesia as part of an "expanding circle" suggested by Kachru (1985) cited in MacKay (2002). Therefore, since English acts as a foreign language in Indonesia, the majority of the participants did not feel confident speaking English in class. This has impacted in the switching of the language used in class namely from English to Indonesian, the national language and also Kupang Malay or the lingua franca spoken in Kupang. In CLIL pedagogy, this particular kind of switching is known as translanguaging which means purposeful switching from one to another language for specific reasons (Coyle, Hood and Marsh, 2010; Mehisto, Marsh and Frigols, 2008; Baker (2011) cited in Lewis, Jones & Baker, 2012, p. 655). This is best illustrated by the fact that students use English in a very small scope when interacting with teacher's talk and materials being discussed. On the other hand, they also included Indonesian when it came to difficult words or phrases either by the teacher or from the text. Adding to that, despite their cultural and linguistic differences, the students communicated with their peers by using Kupang Malay, the lingua franca spoken in Kupang and the surrounding areas (Jacob & Dix Grimes, 2006). In conclusion, the variety of languages used by the students has clearly shown a hierarchy of languages as proposed by Graddol's hierarchy of the world languages (MacKay, 2002, p. 33). This hierarchy revealed the use of English as the top, priority language, Indonesian as the national language, and Kupang Malay as the local language or a lingua franca.

4   CONCLUSIONS

The overall discussion of this writing depicts students' participation in the classroom. This participation involved learning activities enjoyment and the reliability of the teaching materials. Furthermore, the students also enjoy the teacher's teaching style in that she positioned the students as the centre of the learning as well as providing enough scaffolding for better learning achievements. Apart from the enjoyment in participation, regarding the use of English in the classroom, most students preferred not to speak in English but experienced translanguaging as they moved from English to Indonesian and Kupang Malay.

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TELL TALE GAME: RANDOMIZED PROMPTS FOR INDIVIDUAL AND COLLABORATIVE WRITING TASKS

Ari Natarina

ari.natarina@gmail.com

The University of Iowa
Putu Weddha Savitri

eweddha@fs.unud.ac.id, dvi_jayendra@yahoo.com

Udayana University

Abstract

In order to pique students' interest in writing, teachers should start with a genre that is most familiar to the students, narrative writing. Using games as prompts for narrative writing will help motivate and encourage the students to participate in the classroom. In this paper, we describe two ideas for using Tell Tale family card games (products from Blue Orange Games) in improving narrative writing skills for ESL/EFL students. First, we explore how the Tell Tale game can be used for individual writing task. Second, we consider the combination of the Tell Tale game with Google Docs in collaborative writing task. The Tell Tale family card game combines all of these elements together: pictures, story-telling, think-aloud, and the motivation to write the best story in order to win the game. It consists of 60 cards illustrated with daily life objects and characters. By drawing illustrated cards randomly from the pile, the students will have the opportunity to be creative in order to make the story coherent and cohesive. In collaborative writing task, the students can pair up and create a narrative essay with their partner using Google Docs. Google Docs can be used by the students to edit the essay together at the same time. Moreover, Google Docs is connected to Google Drive, Gmail accounts, and Google hangout; therefore, it is good to be used for collaborative work, for example: talking about changes in the plot through chatting or video conference while writing the essay.

Key words: narrative, writing, Tell Tale game, Google Docs

1   INTRODUCTION

Playing games in a language class has been found to motivate students to use the target language in class and increase their participation and collaboration during class (I-Jung, 2005; Kumar & Lightner, 2007). When purposefully and effectively incorporated within a regular lesson, games will give them the opportunity to interact with their classmates and teacher(s), and having fun at the same time. While there are many games to practice vocabulary, speaking, and listening skills, teachers are often unsure about the kind of games which can be used to practice writing. How can we make writing process fun?

The purpose of this paper is to describe the use of Tell Tale game as prompts in a narrative writing class. There are several why Tell Tale game is a great activity for narrative writing practice. First, the Tell Tale game will motivate the students to write the best story in order to win the game. Second, the Tell Tale game provides pictures as writing prompts. van der Werff (2003) believes that visuals, particularly "unusual pictures", help students exercise their imagination and encourage them to use English. He was inspired by one of his students' transformation. This particular student was shy because he was afraid of making mistakes, but when he described a unique photograph vividly and got a positive response from his classmates, he became more confident and started to participate in

class. Visuals have also been used in writing classes to be utilized as writing prompts. Ahola (2004) asked his students to bring personal photographs that have special meaning to them as prompts for a narrative writing assignment. He reasoned that personal photographs have a personal value to the students; thus, they enjoy the writing process because they are able to write about something they know well.

Another example of the use of visuals in a writing classroom is presented by Hayes (2007). In her ESL/EFL communication classes, she used postcards with the illustration of famous paintings. The art postcards provide speaking and writing prompts that are heavily embedded with cultural content, as the students may see the paintings as something "foreign". Hayes used this art postcards as prompts for descriptive genre, from which the students can practice describing the scene(s) in the paintings or describing the meaning of the paintings from their point of view. These resourceful teachers have shown that using visuals as writing prompts allows the expansion of students' imagination in writing.

Third, the pictures are related to daily situations and fairy tales, which are familiar to the students. In this regard, students are able to use background knowledge in their attempt to learn a new skill. For example, Bruti (1999) used fairy tales to encourage the students in her writing class. She used fairy tales because "they would delight us, stimulate our imagination and call up memories from our own childhood." Most students are familiar with fairy tales' plot as they are "well-established" story, which beginnings and endings are pretty typical. Therefore, the students can adopt the main plot and focus on using their creativity to make some changes in order to create a different story.

Fourth, the Tell Tale game provides a chance for think-aloud in the pre-writing process. Think-aloud offers time to students to plan and hear their own story before putting it in writing. Think-aloud is a "pre-writing tool that helps students to think out loud and gain confidence in writing" (Baird, 2010). This thinking-aloud stage allows the players to hear the verbalization of their story; thus, giving them a chance to ruminate on the plot and on the coherence of their story. Dunn (2013) found that thinking aloud helps struggling writers "to devote more mental and energy resources to idea generation and story structure progression" because they do not have to worry about making spelling mistakes or writing phrases while taking notes of their ideas in the traditional brainstorming process.

The Tell Tale game combines all these features together: familiar daily story and fairy tales, randomized pictures to help with the brainstorming process, thinking-aloud process and the motivation to write the best story in order to win the game. In the following, we will describe how to play the Tell Tale game for individual and collaborative writing tasks.

2 RANDOMIZE PROMPTS FOR INDIVIDUAL AND COLLABORATIVE WRTING TASKS

2.1 Tale Tale Game

Tell Tale game, a product from Blue Orange Games, is a family game which can be played by one to eight players at once. This game can be played by anybody from 5 year olds to adults. Each Tell Tale game kit consists of 60 cards illustrated on both sides. There are two themes of the Tell Tale game. First is the fairy tale theme (see Figure 1). In this kit, the illustrations are related to well-known fairy tales; therefore, the cards have the illustration of characters such as princes and princesses, a mermaid, an elf, etc., as well as illustration of places in the fairy tale settings like a talking tree, a candy house, a cave, a castle, and many others. The other theme is related to daily life (see Figure 2); thus, the players can find random illustrations like the Golden Gate Bridge, a gas station, a letter, a party, a car crash, and so on.

Figure 1. Tell Tale Fairy Tales   *Figure 2. Tell Tale*

The purpose of this game is to encourage the players to create a story based on random illustrations that they picked from the pile of Tell Tale cards. Because the players do not know what illustrations they will get in each game, they will have to improvise as they play, to connect the illustrations together in order to create a coherent story. The Tell Tale game is somewhat similar to Gibson's (1999) story-telling and re-telling speaking activity. In his activity, Gibson used pictures of people and setting from magazines, catalogues, and other sources. He divided his students into groups of three or four. Each student in each group took one picture from the pile. Once every one in the group had a picture, they had to create a story based on the pictures they have as a group. In this activity, the students were allowed to exchange their cards and jot down the outlines for their story by drawing diagrams, flowcharts, or other types of graphs. However, in Gibson's activity, the students are not allowed to write a manuscript of the story, because this activity is intended to address student's listening and speaking skills. After the group finished their storyboard, they had to re-tell the story to the students in other groups.

Although the Tell Tale game is mainly aimed for oral story-telling, we can modify this game to fit a writing class for the purpose of narrative writing practice. There are four different versions of the game described in the Tell Tale game kit, however, in this paper, we will focus on two versions that are suitable for activities in a writing class. Each version of the game can be played individually and in teams.

2.2 Individual Writing Task

Storyboard game:

In this game, the cards are shuffled and distributed to the players. Each player gets six cards. The players can arrange these six cards in the order they want, creating a storyboard or an outline of their story. Only the illustration on one side of the card can be used. Once their storyboard is arranged, each player takes turn in telling their story to other players. After telling their story, the students move on to the writing stage. In this stage, the students are permitted to change or modify their story, they can improvise and add more twists in order to make the story more coherent or interesting. They are allowed to make changes because after hearing the vocalization of their story and after listening to other players' story, they may have more creative ideas to improve the plot of their story.

Showtime game:

In the showtime game, each player gets six cards which are piled facing down. When it is his/her turn, the player flips one card and starts a story based on the illustration on the card. The player then flips the rest of the cards in the pile to continue their story. Unlike the storyboard game where the players can arrange the cards to create a coherent story, this game is more challenging because the players must make up their story as they flip their cards one by one. The players cannot predict how the story will develop and where it will end. This game will force the players to be creative and to improvise a lot to make the story interesting and coherent. Because the story is made up spontaneously, the story teller may not remember what they have said exactly. There are two ways to overcome this problem. First, the students can record themselves while telling their stories and refer back to the recording when writing their narrative essay. Second, if the recording option is not available, the students can be paired up with a partner whose responsibility is to be a "secretary". The students can take turns in writing down the outline of the story while their partner is telling the story to the group. Thus, the students can refer to the note taken by their partner when writing their narrative essay.

Playing Tell Tale game in a writing class provides students with two pre-writing techniques: brainstorming and think-aloud. In the brainstorming stage, students normally spend time to decide on a topic or a main idea for their narrative essay. Playing the Tell Tale game will free the students from having to choose a topic because of the randomized prompts. The benefit of having randomized prompts is that the students have limitless possibilities of story plot. Instead of spending time debating on what to write, they will be pressed to use the time to be creative in connecting the illustrations together in order to come up with an interesting plot. They will have to give more explanation on the characters and background setting to make the story more coherent and cohesive.

Aside from brainstorming, the Tell Tale game also provides opportunity for the students to realize their idea through think-aloud process. This think-aloud process will provide them with feedback from their peers. By listening to the story, the narrator can see their peers' reaction through their facial expressions and/or gestures. The narrator can also get feedback from their peers' questions that are related to the story. Based on this feedback, the story teller will be able to see if the story is confusing, interesting, or boring. Then, they will be able to modify their story while writing their first draft.

Before entering the writing stage, the students can decide whose story is most interesting through voting. This will motivate the students to come up with a creative and exciting story in order to win the game. If the teacher wants to focus on students' creativity in creating a story, then the voting can be carried out after all the players have told their story. If the teacher wants to focus on the students' writing, the voting can be done after all the players have finished writing their story.

This pre-writing activity using the Tell Tale game can be modified at will to fit the students' needs. For advanced learners, we can add a theme to make it more difficult. For example, the students can be asked to create a scary story, a love story, a sad story, a funny story, etc., while playing the game. This game can also be used to practice writing focusing on grammar, such as tenses, clauses, and conjunctions.

2.3 Collaborative Writing Task

The Tell Tale game can also be played in teams and can be used to stimulate collaborative writing. In collaborative writing, students are given the chance to discuss and communicate their ideas with their peers in the target language; thus, removing the reservation they have when communicating with their instructor/teacher. Furthermore, students can learn from each other through peer-feedback in collaborative writing. The story invented collaboratively will be more complex because the ideas come from two or more different minds.

Research suggested that collaborative writing was found to improve the quality of the students' writing. For example, Alshumaimeri (2011) investigated the use of wikis in improving the writing accuracy and quality of 42 male students who were in their Preparatory Year (PY). In his study, the experimental group were introduced to wiki and used wiki as their collaborative writing platform. In the experiment session, the students were assigned to perform the activities together. Afterward, they have to revise their writing before presenting it to the class. Each presentation is evaluated through peer-review. The results of his study show that the experimental group has higher post-test scores compared to the control group, indicating the positive effect of wiki on the accuracy and quality of the students' writing.

Grami (2012) observed seven Saudi female ESL students who were assigned to write four text (250 words) and post it on their blog. These students can choose their own topic of writing as long as it is current or interesting for other readers. These texts were read by their fellow students to be commented upon. The reviewer must fill in a checklist as their feedback. In addition, Grami also interviewed the participants by telephone after they had completed the project to inquire the participants' thoughts about the project. The result of this study indicates positive response from the participants as they would like to utilize blogs in the next ESL classes. Furthermore, by using blog in collaborative writing, the participants developed their critical thinking and their awareness of the audience.

Castek & Kretschmar (2013) utilized MixedInk as the collaborative writing platform for their fifth grade students. They used MixedInk because "it allows small groups or a whole class to draft and reflect on several versions of a text written on the same topic and to weave ideas from peers' work into a single text that credits multiple authors" (p.22). The fifth graders were divided into groups and each group were assigned to produce one text. Afterward, they read each other's work and give ratings on a scale from "excellent" to "needs work". In the next stage, the students wrote their second draft, by incorporating the knowledge they obtain from reading their peers text. The second drafts were rated again and the top five essay were integrated to create one essay which belongs to all students. This experience engaged the students and allows each students to show their individual strengths.

What are the characteristics of a good collaborative writing platform? From the platforms mentioned previously, i.e. wiki, blog, MixedInk, we can conclude that a good collaborative writing platform must allow autonomy for students, where they can have the freedom to collaborate and manage their work. It must have easy access for students to comment, to edit, and to discuss new ideas. As teacher's presence usually made students nervous, a good collaborative writing platform must also have easy access for the teacher/instructor to check on the progress of the students' writing without having to hover around them.

Google Docs meets all these requirements of a good collaborative writing platform. The most important feature of Google Docs is that several people can work on the same document at the same time. Moreover, it can be used together with other Google Apps, allowing easy access for both students and teacher. For instance, documents created in Google Docs can be shared through Google Drive. It is also very easy to attach and download the documents through Gmail. Students can talk and discuss their ideas by chatting or video conference using Google Hangout. In addition, all of these are available as Mobile Apps to be used in tablets or smartphones; therefore, the students can work collectively wherever they are.

In the following, we will describe how the Tell Tale game can be played as prompts for collaborative writing. The game rules are similar to the ones described above. The only difference is that the students are paired up in teams to work together in inventing a story.

Storyboard game:

In this game, the players in each group is divided into several teams (each team may consist of two or three people). The cards are shuffled and distributed to the teams. Each team gets six cards or more. The players in each team work together to create a storyboard. In this stage, the players must communicate, share ideas, and make compromises, so that they can create the best story. Once every team is ready with their storyboard, they take turns in telling their story. In the writing stage, each team should create a shared documents through Google Docs and write the story together.

Showtime game:

In the showtime game, the players in each group is divided into several teams (each team may consist of two or three people). The cards are shuffled and distributed to the teams. Each team gets six cards or more which are piled facing down. When it is their turn, the first player flip one card and start a story based on the illustration on the card. The second player then flip the next card in the pile and continue the story. It continues until everyone in the team had a chance to flip card and until every card is flipped over. Once every team has had their turn, they can start their collaborative writing project through Google Docs.

Before starting to write their story, the team must discuss on who to write what. Each member should have equal amount of writing to do. Perhaps one writes the introduction, while the other writes the content and conclusion. They can also divide the writing based on the pictures. Afterward, the team should create a document in Google Docs (assuming that they already have a Google Account) and share the document with the team members and the teacher. Once the document is shared, the team members can start writing collaboratively and the teacher can observe their progress online. They should read each other's writing and give comments or edit other's work. The goal is to write an essay with as little errors as possible, as it will be graded as a group writing. Once they have finished their writing, they can print and share it with other teams. The voting can be done then.

There may also be a case where only one student do the writing, whereas the other team members may not do any work. To avoid this, the teacher can assign the student to write their own essay, although they can have the same plot with the other team members. In this case the collaboration between the students will mainly happen during the prewriting stage: the brainstorming and the think-aloud, and during the revision stage. Once the students finished their essay, they should share it with other team members and the teacher. In this revision stage, the students must read their friend's story, correct the errors that they found, and give comments or feedback on how to improve the writing. The teacher should grade the writing individually but give the group a grade for the plot of the story that they collectively worked on.

Another way is to have each member of the team to write their own piece. The team member may have different strengths in writing. One may be really good in organizing ideas and have a clear introduction, content, and conclusion. Another student may have sophisticated vocabulary knowledge and can use vocabulary precisely. Others may excel in adding details or giving vivid descriptions. At the end, they can combine their writing together by taking the strong components from each essay, in order to produce better draft. Another advantage of this technique is that, the students will have to undergo arguments, compromises, and reasoning, in order to decide what they should revise or add in the second draft. At the end, they will feel the ownership of the essay because the essay contains pieces of writing form each member of the team. The teacher should rate their work collectively as a group.

3   CONCLUSION

In this paper, we have described the advantages for using the Tell Tale game as prompts for narrative writing practice. The Tell Tale game gives students a chance to think outside the box and be creative

in writing a narrative story. The think-aloud stage offer a chance for the students to hear the verbalization of their story before putting their ideas in writing. Together with Google Docs, the Tell Tale game can encourage students to participate, share ideas and work together with their peers; thus, improving their confidence in using the target language. Collaboration in writing can help students develop their writing skills through feedback and peer review.

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AN ANALYSIS OF INTRODUCTIONS IN ENGLISH EDUCATION UNDERGRADUATE STUDENTS' THESES (SKRIPSI)

PutriRahmawaty
putri26rahmawaty@gmail.com

Faculty of Languages and Arts, State University of Jakarta
Jl. RawamangunMuka, Jakarta Timur, DKI Jakarta 13220

Abstract

As a pivotal role in academic writing, introduction has gained attention from the discourse community and has been analyzed regarding its structure and communicative purposes. This study investigates the Introduction sections of English Education undergraduate students' theses to be described by using CARS model by Swales (2004) in a specific sample of students theses' Introduction sections from year 2011 – 2015 in English Department of State University of Jakarta. A discourse analysis is conducted, with the main concern of genre analysis, to analyze the introductions regarding the genre of English Education. A set of Moves and Steps from CARS model will be used in analyzing the data by categorizing the data into 3 types of Moves that will be subdivided into several Steps – Move 1 with 1 Step (narrowed down to 8 stages); Move 2 with 1 obligatory Step and 1 optional Step; and Move 3 with 1 obligatory Step, 3 optional Steps and 3 Probable in Some Fields Steps. The findings discovered that 100% of the data have employed M1 and M3, yet only 80% employed M2 in the Introductions. The results also indicate that there are variations in cycle patterns of Moves in Introductions regarding the Steps and Sub-Steps which are employed by the writers. The study thus, was conducted for the reason that writing Introduction based on a certain standard needs to be applied in academic writing, yet the number of studies concerning the structures and patterns in Introductions are still limited especially in undergraduate theses. In doing so, it aims to describe the pattern of English Education students' Introductions as a way of proving whether or not undergraduate students have adapted a standard norm in writing Introduction based on the revised CARS model by Swales (2004).

Keywords: Genre analysis, discourse, introduction, English Education, CARS model

1 INTRODUCTION

The considerable amounts of studies related to an analysis of academic writing have been conducted by scholars regarding the structure and construction of research articles (Samraj, 2002).Based on Habibi's (2008) study, the previous studies have concerned in various parts of Research Article such as: introductions (e.g. Swales 1981, 1990; Swales and Najjar 1987), the result sections (Thompson, 1993), discussions (Hopkins & Dudley-Evans, 1998) and the abstracts (Salager-Meyer, 1992).Introduction as one essential section in a literature needs to be made based on certain qualification as it is a part which is provided at the very beginning as a means of the writer to direct the readers in getting the general idea of what is the discourse about. Since, the introduction section is crucial, thus the vast majority of people have known that the process of writing an introduction requires a great amount of time and consideration (Swales &Feak, 2004).

The study focusing on Introduction section on research articles have gained extensive attention by researchers since Swales (1990, 2004) revealed that there is a structural organization that can be taken into account in creating an introduction for research article, also known as Create a Research Space (CARS) model. Over the past few decades as the standard in creating an introduction

section has been uncovered, therefore, the number of scholars who attempted to investigate introductions in research articles has increased.The main purpose in analyzing the introduction section is to portray the communicative purposes within the text by classifying the various discourse units according to their rhetorical moves (Biber, Connor, & Upton, 2007).

Later in 1970s and 1980s, the analysis of the introduction based on genre was appeared. The main purpose of genre analysis is to get recognition to the members of a discourse community – the people who actively involved in a particular genre and share identical purposes. In CARS model, the move analysis is involving series of moves, and then the combination of the moves as they are functional units in a text will complete the communicative purpose of the genre (Connor, Davis, & De Rycker, 1995).The discourse approach of move analysis within the more general field of English for Specific Purposes (ESP) was developed by Swales (1981). His analysis of 48 introduction sections in research articles of disciplines (physics, medicine, and social sciences), written in English resulted in the series of moves to explain the moves and steps for the communicative functions. The CARS model created by Swales (1990, p. 141) is consisting of Move 1: Establishing a territory, which has 3 steps; Move 2: Establishing a niche, which has 1 step A/B/C/D; Move 3: Occupying the niche, which has Step 1 A/B to Step 3.

The recent studies regarding the extensive use of topic generalization (Samraj, 2002; Ozturk, 2007 as cited in Jalilifar, 2010) have led to the questioning of the use of CARS model. Swales (2004) then revised the CARS model as he reduced the number of steps in Move 1 to only one step. As Move 1 Step 3 had been omitted, the literature review needs to be put throughout the introduction and the study as a whole. The number of steps in Move 2 has reduced to two; there is also an optional step 2 available called presenting positive justification. Moreover, Move 3 has changed its name into presenting the present work, with the number of steps which is increased to seven with one obligatory, three optional, and three "PISF" (probable in some fields) steps.

The analyses of introductions such as an analysis of the generic structure of English Research Articles (Mirahayuni, 2002) and the use of CARS model in analyzing introduction Research Articles (Zeng, 2009) have attracted the people of discourse community (Flowerdew, 2012). Consequently, the amount of the analysis of introduction in different genres has as well gained its popularity. Biber, Connor and Upton (2007: 29) found that the application of the genre analysis in research has been applied in a number of academic disciplines, such as biochemistry (Kanoksilapatham, 2005; D. Thompson, 1993), biology (Samraj, 2002), computer science (Posteguillo, 1999), and medicine (Nwogu, 1997; Williams, 1999), there are also on types of academic genre, such as university lectures (S. Thompson, 1994), master of science dissertations (Hopkins & Dudley-Evans, 1988) and textbooks (Nwogu, 1991). These studies on investigating genre have been conducted by researchers, yet they mainly focus on research articles.

Most of the studies concerning the structure of introductions are aiming at investigating research articles conducted by post-graduate or higher level students. There is still lack of studies concerning the structure of introductions written by undergraduate students. One previous study conducted by Aini (2012) in English Department UNJ is focusing on the generic structure of introductions of theses (SKRIPSI) written by students of English Department UNJ. The study selected samples from English Department regardless of the genre of the study. Due to the fact that there are two distinct majors in English Department of UNJ, the present study aims at investigating Introductions in undergraduate students' theses regarding their genre in one particular discipline which is English Education of English Department in UNJ.

1.1   Purpose of the Study

This study aims at investigating the structure of Introduction section of English Education undergraduate students' theses (SKRIPSI) of English Education in English Department of State University of Jakarta (UNJ).

1.2   Research Questions

Main question:

How can the Introductions of English Education study be described based on the revised CARS model by Swales (2004)?

Sub questions:

1. Are there variations in the structure of students' Introductions of English Education study?
2. What are the emerging Moves and Steps in the Introductions of English Education Study?
3. What are the most common types of Moves and Steps used in the Introductions of English Education Study?

1.3 Scope and Limitation of the Study

This study will focus on the analysis of Introductions in English Education undergraduate students' theses of English Department in UNJ. The analysis of Introductions will investigate the Introductions based on genre in English Education by using CARS model that has been revised by Swales (2004). To get general and objective result, the study analyzes 15 introductions in students' SKRIPSI from English Education major and determines whether or not the structure of the introductions have matched the criteria of introduction based on Swales' (2004) schema of the revised CARS model. As the results discovered how the introductions can be described, the outcomes are also expected to find the variations of the structure also the frequency as well as the most common types of Moves and Steps that are employed by the students.

1.4 Significance of the Study

This study is rather significant due to the fact that CARS model by Swales (1990, 2004) has been used by researchers as the standard norm in analyzing Introductions in Research Articles, but there is still limited number of study in analyzing Introductions in undergraduate students' theses. Since there are two majors in English Department of UNJ, thus the genre analysis is needed to be applied in analyzing the Introductions of English Education regarding the studies that they conducted. Lastly, the need to see whether or not the students have employed the CARS model in their academic writing is crucial since it can lead to the publication of their studies in local or international journal, especially for students in English Department of UNJ.

1.5 Literature Review

1.5.1 Genre Analysis

In discourse analysis, Swales (1990) defined genre as that which "comprises a class of communicative events, the members of which share some set of communicative purposes." In Swales earlier work (1981 as cited in Bhatia, 2004: 10), he investigated genre for the teaching and learning of English for Specific Purposes for the sake of its communicative purpose.

The term of genre analysis can be defined as a very powerful system of analysis which allows further description of functional varieties of written or spoken language that offered by any system analysis in existing literature (Bhatia, 2014: 89). Further elaboration is essential as it will create an insight and construction of professional and academic genres because it not only emphasizes the communicative goals of the discourse community, but also the individual strategies employed by the members to achieve these goals (Bhatia, 2014: 89). As pointed out by Hart (1986: 280, as cited in Bhatia, 2014: 90) the main purpose of genre analysis is to seek the pattern instead of impose the pattern. Genre analysis has been considered as the study of situated linguistic behavior in instutionalized, academic or professional settings, where the differences in disciplines do not have an important role (Bhatia, 2004: 30).

1.5.2 Cars Model by Swales

Swales' analysis of 48 introduction sections of various disciplines written in English (physics, medicine, and social sciences), resulted Swales in creating a series of moves - i.e., "specific communicative functions performed by specific sections of the introductions - that defined the rhetorical structure of research article introduction (Biber; Connor & Upton, 2007). Swales' (1990) model, named Create a Research Space (CARS), attempted to clarify for the structural organization of introductions, which consists of three moves: establishing a territory, establishing a niche and occupying the niche.

Table 1 CARS model for article introductions, adapted from Swales (1990: 141)

Move 1:	Establishing a territory		
		Step 1	Claiming centrality and/or
		Step 2	Making topic generalization(s) and/or
		Step 3	Reviewing items of previous research
Move 2:	Establishing a niche		
		Step 1A	Counter-claiming or
		Step 1B	Indicating a gap or
		Step 1C	Question-raising or
		Step 1D	continuing a tradition
Move 3:	Occupying the niche		
		Step 1A	Outlining purposes or
		Step 1B	Announcing present research
		Step 2	Announcing principal findings
		Step 3	Indicating RA structure

1.5.3   CARS model Revised

Zeng (2009) observes that CARS model by Swales (1990) has been used and succeeded in analyzing introductions for various types of genres both in English and non-English (Jogthong, 2001; Najjar, 1990; Swales &Najjar, 1987; Taylor & CHEN, 1991). Nevertheless, most recently, researchers have found some limitations in the CARS model by Swales (1990). As cited in Zeng (2009), Anthony (1999: 42) points out that the needs to put more definitions of important terms and examples to illustrate difficult concepts are essential right after Move 1 in the field of software engineering. Similar limitation also occurred in an analysis by Samraj (2002: 7) that he suggests the occurrence of the review of literature cannot be only in Move 1, but it can occur in all of the three moves.

To respond the subsequent limitations, Swales (2004) modified his CARS model to be more flexible to be used in different sub-genres of Introductions (Biber et al., 2007). In the revised model, major changes have been done to Move 1 and Move 3. In Move 1, the only step which remains is topic generalization of increasing specificity. The occurrence of review of the literature can be found throughout the introduction and the entire study. In Move 2, the four options in the 1990 model have been reduced to two, and there is a new optional step (step 2) which called presenting positive justification. In Move 3, the Move is renamed to presenting the present work, and the number of steps has been increased to seven with one obligatory, three optional and three "PISF" (probable in some fields) steps.

Move 1 establish the study as it relates to its significance, the Move then narrowed down to attain the partial objectives through Step 1 "topic generalizations of increasing specificity" (Swales, 2004: 230). The way the researcher develop the study through Move 1 has beed argued as too broad (Sheldon, 2011). Considering this, in Sheldon's (2011) study, she analyzed the ways which writers situate their studies in the disciplines by favoring their communicative purpose of the strategies employed. Move 1 exposed a bounty of options such as: "reporting conclusion of previous studies", "time-frame of relevance", "terminology/definitions", "generalising", "narrowing the field", "research objectives/process of previous studies", "practical use" and "writers' evaluation of current state of research area", and they have been included as sub-steps (Sheldon, 2011). Through the sub-steps, the

increasing of specificity from general to specific is emphasized. As the gap is created through the eight sub-steps, Move 2 and Move 3 will be adapted from Swales' (2004) schema.

Table 2 The revised CARS model by Swales (2004)

Move 1: Establishing a territory (citations required)
Step 1: Topic generalization of increasing specificity
Reporting conclusion of previous studies
Narrowing the field
Writer's evaluation of existing research
Time-frame of relevance
Terminology/definitions
Generalizing
Further or advancing knowledge
Move 2: Establishing the niche (citations possible)
Step 1A: Indicating a gap
Step 1B: Adding to what is known
Step 2: (optional) presenting justification
Move 3: Presenting the present work (citation possible)
Step 1: (obligatory) Announcing present work descriptively and/or purposively
Step 2: (optional) presenting Research Questions or hypotheses
Step 3: (optional) Definitional clarifications
Step 4: (optional) Summarizing methods
Step 5: (PISF) Announcing principal outcomes
Step 6: (PISF) Stating the value of the present research
Step 7: (PISF) Outlining the structure of the paper

1.5.4 Introduction Section in Students' Theses

Introduction section is considered as one of the hardest parts in research to be written compared to other sections as they will be written continuing the introduction. As the first section needs to be written with uneasy options available, either the writer would provide a great amount of background knowledge, or the writer would give an authenticated or genuine viewpoint (Arrington and Rose, 2987 as cited in Swales, 1990).

Introduction sections have been greater investigated than any other sections in research genre (Bunton, 2002; Dudley-Evans 1986 as cited in Paltridge&Starfield, 2007. p. 82). This presumably happened since this section is shorter than other sections, thus it makes it easily affected by an analysis (Paltridge&Starfield, 2007). Moreover, in the Introduction the writer creates the centrality and significance of the research questions and begins to generalize the research. For that reason, the introduction has an important role in locating the significance of the research that is worth publishing (Paltridge&Starfield, 2007). On the other hand, the study conducted in Hong Kong by Allison et al. (1998: 212 as cited in Paltridge&Starfield, 2007: 82) resulted in the finding that failure to create a "research space" was the major defect in thesis writing of ESL/EFL students at their university.

2 METHODOLOGY

2.1 Research Design

The study is conducted by using content analysis proposed by Krippendorff (2012). The purpose of content analysis is to get the answers to the questions regarding the context of the text concerning the valid standard of scientific data processing (Krippendorff, 2012: 82). The form of content analysis for the present research is Discourse Analysis which "engages in characteristics of manifest language and word use, description of topics in media texts, through consistency and connection of words to theme analysis of content and the establishment of central terms" (Neuendorf, 2002: 5). As Weber (1990: 9) stated that the content analysis is a method of research that applies a set of procedures to get the valid

deductions from text, thus content analysis is suitable to be applied in the present study to get answer to the research questions by observing the content of the text. The present study will analyze the content of introduction sections in English Education Students' theses refer to the standardized structure based on the revised CARS model by Swales (2004).

The texts that are analyzed in the study are the Introduction sections of English Education students' theses in English Department of State University of Jakarta. In order to get the answer to the question the instrument is needed to analyze the data that will be collected. The data source will be gathered from English Department library as they will be the introduction sections from English Education Students' theses or as known as Skripsi. To analyze the data, the instrument that will be used is table adapted from the revised CARS model by Swales (2004).

2.2   Data and Data Source

The data which are used for the study are the Introduction sections of English Education students' Skripsi. Since there is an abundant amount of Skripsi, thus the study observed limited set of data by sampling the data. The sampling system that is adapted is Systematic Sampling proposed by Krippendorff (2012: 115). When a text is published regularly systematic sample is preferred to be applied.

In systematic sampling, the researcher determines the starting point of the data at random on the list that will be collected (Krippendorff, 2012: 115). However, Thesis or Skripsi is a mandatory paper that all students have to create in order to finish their studies and accomplish a degree. To select the data, the writer will get the sample of 3 Introduction sections published in Skripsi from each year in the last 5 years. Therefore, the total samples are 15 introductions from English Education major in English Department of State University of Jakarta.

2.3   Time and Place of the Study

The study is conducted from April to June 2015 in English Department of State University of Jakarta.

2.4   Data Collection Technique and Procedure

The data are gathered by taking 3 samples of the introduction sections in English Education students' theses from the last 5 years. The data for the present study are collected by doing some steps:

1. The writer asked for a permission letter from English Department of State University of Jakarta to copy 15 introductions taken from undergraduate students' theses or Skripsi majoring in English Education;
2. The writer copied the samples of Introductions from undergraduate students'theses from year 2011 – 2015;
3. The writer analyzed the data by using the instrument based on the revised CARS model by Swales (2004);
4. The writer analyzed occurrences and percentages of the occurrences of Moves, Steps and Sub-Steps

2.5   Data Analysis Technique and Procedure

In order to get the answer of the questions of how can the introductions of English Education students' theses be described by using the revised CARS model by Swales (2004), the writer will utilize the data from English Department library using the table created based on CARS model. The steps in analyze data are as follows:

1. The writer obtained the data of 15 introductions in English Education students' theses or Skripsiin soft copies from English Department library;
2. The writer analyzed the introductions and determine the Moves, Steps and Sub-steps emerged in the introductions;
3. The writer categorized the parts of introductions based on Moves, Steps and Sub-steps;
4. The writer classified the Moves, Steps and Sub-steps based on categories in the table;
5. The writer calculatedoccurrences and percentagesof every Move, Step and Sub-step
6. The writer determined the findings from the analysis.

3   FINDINGS AND DISCUSSION

3.1   Findings

After the data have been analyzed, the writer discovered that the majority of the samples have the patterns of CARS scheme in orientating their introductions, yet most of the introductions did not apply the sequence of CARS model (Swales, 2004). The occurrences of Moves which subdivided into Steps and Sub-Steps generally appear in the introductions. Three kinds of Moves such as Move 1 (M1), Move 2 (M2), and Move 3 (M3) are emerged in almost all of the samples. The percentage frequencies of the occurrence are 100% for M1, 80% for M2, and 100% for M3 in the whole corpora as it is shown in the below table.

Table 3 Cycle Pattern in Introductions

Introduction	Cycle Pattern
Introduction 1	M3 – M1– M2 – M3
Introduction 2	M1 – M2 – M1 – M3
Introduction 3	M1 – M2 – M1 – M2 – M3 – M1 – M3
Introduction 4	M1 – M2 – M1 – M2 – M3 – M2 – M3
Introduction 5	M1 – M3 – M1 – M2 – M3 – M1
Introduction 6	M1 – M2 – M3
Introduction 7	M3 – M1 – M3 – M1 – M3
Introduction 8	M1 – M3
Introduction 9	M1 – M3
Introduction 10	M1 – M3 – M2 – M1 – M2 – M3
Introduction 11	M1 – M2 – M3
Introduction 12	M1 – M2 – M1 – M2 – M3
Introduction 13	M1 – M2 – M1 – M2 – M3
Introduction 14	M1 – M2 – M3
Introduction 15	M1 – M2 – M1 – M2 – M3

Table 4 Frequency of occurrences and distribution of the three moves

Move	Introduction No	(%)
Move 1	15	100%
Move 2	12	80%
Move 3	15	100%
TOTAL	15	100%

The table depicted there are variations in the cycle pattern of the introductions, the writers tended to emphasize their introduction on Move 1 and Move 3 as they intended to *Establishing a Territory* and *Presenting the Present Research.* The Move patterns in Introductions show that 2 out of 15 writers started their introductions with M3 which is they stated the purpose of the research beforehand, before giving further elaboration of the area of research in M1. Further elaboration of the distribution of Moves, Steps and Sub-Steps of 15 introductions is as follows.

3.1.1 Move 1

From the data analysis, the writer found that all of the introductions of English Department's Students' Theses utilized Move 1 in which there is the total of 164 occurrences of M1 in introductions. The occurrences and frequency percentages can be depicted from the following table:

Table 5 Summary of occurrences of Move 1, Step 1 and embedded Sub-Steps in Introductions

Structure of Move 1	Occurrence	Percentage (%)
Step 1: Topic generalization of increasing specificity	164	100%
Sub-step 1: Reporting conclusion of previous studies	28	17.07%
Sub-step 2: Narrowing the field	23	14.02%
Sub-step 3: Writer's evaluation of existing research	36	21.95%
Sub-step 4: Time-frame of relevance	2	1.22%
Sub-step 5: Research objective/process previous studies	8	4.88%
Sub-step 6: Terminology/definitions	29	17.68%
Sub-step 7: Generalizing	23	14.02%
Sub-step 8: Furthering or advancing knowledge	15	9.15%
TOTAL	164	100%

Move 1 is subdivided into 1 Step which is *topic generalization of increasing specificity,* in order to justify the study based on the communicative purposes and strategies applied by generating a set of positive qualities to show the importance or significance of the study (Lewin, Fine, & Young, 2001 as cited in Sheldon, 2011). There is plethora of choices to build the communicative purpose in Step 1, therefore it has subdivided into 8 Sub-Steps. With the most emerging Sub-Step is Sub-Step 3 (iii) which is *the writer's evaluation of existing research.*

3.1.2 Move 2

The writer discovered that 80% of the total 15 corpora have utilized Move 2 which is *establishing the niche*. Throughout 15 introductions there are 80 occurrences as it is shown in the following table:

Table 6 Summary of occurrences of Move 2 and embedded Steps in Introductions

Structure of Move 2	Occurrence	Percentage (%)
Step 1A: Indicating a gap	12	15%
Step 1B: Adding to what is known	9	11.25%
Step 2 (opt): Presenting positive justification	11	13.75%
TOTAL	80	100%

The writers attempted to establish the niche or gap in their introductions by *stating the gap* indication which is 15% of the total of M2 and followed by the *positive justification* which is 13.75% of the total of M2. 11.25% of total occurrence applied the strategy of putting S1B which is *adding to what is known* to imply there is something worth to be investigated.

3.1.3 Move 3

From the 15 corpora, the writer determined that 100% of the corpora have utilized Move 3 which is *presenting the present work*. After presenting the niche or gap that has been established in Move 2, the writers identified the gap and stating the purpose of the research and the expected outcomes

(Swales, 2004 as cited in Sheldon, 2011). Move 3 comes with 7 Steps, 1 obligatory Step which is *announcing present work descriptively and/or purposively.* There are 3 optional Steps, also 3 Probable in Some Fields (PISF) Steps.

Table 7Summary of occurrences of Move 3 and embedded Steps in Introductions

Structure of Move 3	Occurrence	Percentage (%)
Step 1: (obligatory) Announcing present work descriptively and/or purposively	37	46.25%
Step 2: (optional) Presenting research questions or hypotheses	16	20%
Step 3: (optional) Definitional clarifications	4	5%
Step 4: (optional) Summarizing methods	7	8.75%
Step 5: (PISF) Announcing principal outcomes	2	2.5%
Step 6: (PISF) Stating the value of the present research	14	17.5%
Step 7: (PISF) Outlining the structure of the paper	0	0%
TOTAL	80	100%

The results show that there are 37 occurrences of Step 1 or 46.25% of the total frequency of M3 which is mandatory to be appeared in every introduction as it is the way the writer outlines the research purpose. The results also show that Step 7 as it is *outlining the structure of the paper* has zero occurrences from the entire corpora.

From the above results of the occurrences and frequencies of M1, M2, and M3, the writer determined the frequency of the total occurrences of Steps and Sub-Steps in 3 Moves as follows:

Table 8 Summary of occurrences of Moves in Introductions

Move	Occurrence	Percentage (%)
Move 1	164	59.42%
Move 2	32	11.59%
Move 3	80	28.99%
TOTAL	276	100%

As it is shown in the table, the dominance Move which emerged in introductions is Move 1 with 164 occurrences with 59.42% of frequency. Move 3 has 80 occurrences with 28.99% of frequency and Move 2 with the least occurrences of 32 with 11.59% of frequency.

From the derived table of the total of Moves, Steps, and Sub-Steps which are utilized by the writers is as follows

Table 9 Summary of occurrences of Steps and Sub-Steps in Introductions

Step/Sub-step	Frequency	Percentage (%)
M1/S1(i)	28	10.14%
M1/S1(ii)	23	8.33%

M1/S1(iii)	36	13.04%
M1/S1(iv)	2	0.72%
M1/S1(v)	8	2.90%
M1/S1(vi)	29	10.50%
M1/S1(vii)	23	8.33%
M1/S1(viii)	15	5.43%
M2/S1A	12	4.35%
M2/S1B	9	3.26%
M2/S2	11	3.99%
M3/S1	37	13.41%
M3/S2	16	5.80%
M3/S3	4	1.45%
M3/S4	7	2.54%
M3/S5	2	0.72%
M3/S6	14	5.07%
M3/S7	0	0%
TOTAL	276	100%

3.2   Discussion

The present study was conducted to analyze the introductions of English Education undergraduate students' Theses. The study is aimed at analyzing the introductions based on the revised CARS model proposed by Swales (2004). The writer conducted the study by analyzing the data referring to the revised CARS model and found the results of the variations of Moves, Steps and Sub-Steps which emerged in the introductions. The findings also unveil that the writers generally employed the dominant Move, Step, and Sub-Step in their introductions.

The findings reveal that there are considerable variations in the introductions written by undergraduate students of English Education major, yet out of 15 introductions that have been analyzed, only 12 or 80% have adapted the revised CARS model in hierarchical order (M1 – M2 – M3). The results obtained from table 3 and 4 show that the 100% of the introductions have employed Move 1 and Move 3, but only 80% adopted Move 2. The cycling patterns which varied also indicate that 13 introductions started the introductions with M1 and 14 introductions finished with M3. Table 3 also shows that the majority of the writers didn't have the M1 - M2 - M3 distributed sequentially, yet they began from M1 to M2 but instead of proceeding to M3, they went back on establishing the territory which is M1. The writers felt the need to make topic generalization in their current state of research areas, then identifying the niche whilst furthering the knowledge, and at last they presented the present work by confirming the purpose of the study and stating research questions along with the value or significance of the study.

Sheldon (2011) argued that the "topic generalization of increasing specificity" or Step 1 is rather too broad, therefore he proposed 8 Sub-Steps which can be applied by writer so the readers can approve their claims. Referring to the occurrences Move 1 which has been summed up in table 5, there are 164 of the total occurrences of M1/S1 in the whole corpora, which put Sub-Step 3 as the writer's evaluation of the existing research is the Sub-Step which is mostly used in order to strengthen the writer's claims of the research state. The least Sub-Step which is utilized is Sub-Step 4 as it only appears twice in the entire corpora, most of the writers didn't really specify about the time-frame of relevance of their studies in their introductions.

Of the total 15 introductions, there are only 12 introductions adopting Move 2 which is the establishment of niche. The writers suggested the gap which led to the research question, and they add positive justification to confirm the worthwhileness of their niche. Concerning the importance of Move 2, yet some of the introductions are lack of it, Swales (1990) stated that "introduction remains flat" (p.158) when there is no explicit elaboration of the gap.

In the summary of Move 3 in table 7, it can be claimed that the most step which used in the introduction is Step 1, which is obligatory in any introduction and has a function to announce present work descriptively and/or purposively. From the data analysis, it can be stated that the introduction has to give the readers of the discourse community idea about what the researcher is going to conduct in the study. It is also shown that none of the introductions outlining the structure of the paper which is Step 7.

4 CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

Genre analysis has been employed in plethora of research fields for the reason that it will provide insight of a particular knowledge for the discourse community. The analyses of introductions based on genre have gained its popularity due to the creation of CARS model by Swales (1990, 2004). The number of research concerning the analysis of introduction in research articles has been conducted yet the introduction of undergraduate students' theses still has less attention.

By analyzing the introductions of English Department undergraduate students' theses, the writer acquired deeper insight on how the introductions can bedescribed using CARS model. The variations which emerged in the cycle pattern of the introductions approve that there are significant structure of the introductions written by undergraduate students.

It can be inferred from findings that only 20% of the total samples have adapted the correct order based on CARS model by Swales (2004) The analysis revealed that all of the introductions have employed M1/S1 also the embedded Sub-Steps, and M3 as well as the Steps, yet only 80% employed M2 in the introduction. Sub-Step 3 is the mostly used in the M1/S1 with 36 occurrences, whilst Step 1A is the mostly used with 12 occurrences in M2, also Step 1 which is obligatory with 37 occurrences that mostly used in M3.

The introductions indicated the repeating cycle of Moves, Steps, and Sub-Steps. By the variety of the occurrences and the cycle patterns, it can be inferred that undergraduate students have employed the pattern of the revised CARS model by Swales (2004).

4.2 Suggestions

As can be inferred from the findings of the study, more attention should be given to create a proper academic writing, especially in writing introduction section. As the introduction is the hardest piece of writing yet to create, further knowledge and insight of how to write it need to be taught by lecturers. Although there is one structural pattern that can be utilized in writing introduction, but there is still limited number of people concern about this matter.

It is also suggested for the lecturers of English Department in any university to create awareness about introduction writing as it is beneficial for the students in creating a formal text. As creating an unstructured introduction leads to the confusion of the discourse community in getting the idea of the state of the research.

Lastly, further research regarding an analysis of introduction, either in undergraduate students' theses or in research articles written by English L2 students, needs to be conducted with larger sample and in dissimilar genres.

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USING PORTFOLIO ASSESSMENT FOR TEACHING READING COMPREHENSION TO ADULT LEARNERS

Luh Putu Artini

lpartini_undiksha@yahoo.com

Ganesha University of Education

Abstract

Adult learners have distinctive characteristics in comparison to younger learners. In English as a Foreign Language teaching and learning, adult learners have the preference of independence, choice and monitor their success in learning by involving themselves in assessing their ability. To accommodate these, the teaching of Advanced Reading for the third year students of English Education Department, Ganesha University of Education facilitates students with an opportunity to read in class and outside the class (extensive reading). They select the topics (under pre determined themes) and implement portfolio assessment strategy that includes the use of self-reflective journal and self assessment. After one semester of in-class and extensive reading, their attitudes, motivation, and their reading comprehension achievement was analyzed. The findings indicate that portfolio has a probable impact on student positive attitudes and high motivation to read systematically, and consequently results in good reading comprehension achievement.

Key words: portfolio assessment, reading comprehension, adult learners.

1   INTRODUCTION

The learning paradigm nowadays has shifted from teacher-centered to student-centered. This shift has brought about tremendous changes in the approaches, methods and strategies to teach and to learn. Students are considered subjects of learning who come into the classroom with learning potencies, and actively seek new knowledge and experiences (Johnson & Johnson, 1987). Accordingly, the major role of the teacher is to facilitate them to learn so that they can maximize their potencies.

The latest curriculum in Indonesia (i.e. Curriculum 2013) was developed to accommodate the need of students as active learning agents. Three learning models are recommended to be in use in the classroom. First, project-based learning is highly recommended since it involves students to do activities or tasks that require them to do an investigation, scaffolding, collaboration and reflection (Grant, 2002). Project-based learning is student-driven and realistic activities that strengthen competencies in the subject areas contextually (Thomas, 2000). Second, problem-based learning is similar to project-based learning since both are underlined by the concept of constructivism. The implementation of this model encourages students to actively engage with real-life problems or issues (Toomey in Duch, 2010) so that they develop understanding of the world. Third, inquiry-based learning is also underlined by the concept of constructivism in which students build their knowledge by activating their inner curiosity, researching, interpreting and reporting. They are driven by open-ended questions and collect data in order to be able to answer the question (Kahn & O'Rourke, 2005; Samarapungavan et al., 2008).

The three learning models emphasize on students' responsibility to their own learning. Teachers are required to be creative to establish tasks and facilitate the process. On the part of the learners, they construct knowledge and skills and incorporate prior knowledge, beliefs and preconception to make sense of the new information (Prince & Felder, 2006). The tasks and activities are complex so that students develop thinking skills, including critical and creative thinking (Killen, 1996).

In the context of English as a Foreign Language teaching and learning the models above are not only appropriate for teaching mature learners but also young learners, including kindergarten and

primary school children. The main point is for the students to produce creative language in establishing a task or a project. The models can be used for teaching the four language skills (i.e. Listening, Speaking, Reading and Listening). For example, for teaching writing using project based learning, young learners can be assigned to create a poster demonstrating the story of their life from year to year with real photos attached in the poster. They are expected to use creative language in writing expressions like *I was one year old when I started to walk. I was two years old when I started to ride a bike*. This kind of project exercises them with grammatical language expressions in real life setting. The complexity of tasks increases with the age or grade of the students, therefore teachers should be alert of their levels of competencies and design learning activities accordingly.

The challenge for a good EFL teacher is not only on designing instructional materials, establishing the tasks and facilitating the process but also in developing appropriate assessment strategy. A good assessment strategy will not only provide learners with information for reflection but also enables learners' mind to transform information into useful knowledge (Lombardi, 2007). According to Nitko (2001), assessment should be authentic, realistic and meaningful. It must help learners to build their competence as well as to do self reflection to improve their own academic achievement.

In teaching Reading in the context of English as a Foreign Language, teacher's challenges start from deciding on the reading texts, the types of assessment, and the follow up activities. For young learners, the target may be on word recognition and answering simple comprehension questions. For adult learners, the tasks may include analyzing, synthesizing and evaluating certain issues; and therefore need more complex assessment procedures. In an advanced reading course, the types of texts, tasks / activities and assessment should meet the characteristics and needs of adult learners. One assessment strategy that has been considered appropriate to assess adult learners is portfolio assessment (see for example, Brown, 2002;)

2   THE METHOD

This paper reports the findings of a classroom research on the implementation of portfolio assessment strategy in Advanced Reading classes in English Education Department of Ganesha University of Education. The research involves 59 students from 2 different classes (Class 5C: 31 students; Class 5F: 28 students). The purpose of the research was to discuss the students' attitudes and motivation about instructional materials and activities involved in Advanced Reading course that employs portfolio assessment strategy. Finally the probable impact of portfolio assessment strategy on the subjects' attitudes, motivation and achievement is discussed. The research was conducted for the whole semester in the academic year 2014/2015. Classroom observation was first of all done to note the classroom management during the implementation of portfolio assessment strategy. Students' self reflective journals were presented at the end of the semester from which data on attitudes and motivation were collected. Students' achievement in Advanced reading course was analyzed from the results of their provisional marks from the course which were accumulated from the portfolio assessment, mid-term and final test.

3   LITERATURE REVIEW

3.1   Characteristics of Adult Learners

The definition of adult learners varies according to the purpose of a research. Cercone (2008) quotes Moore & Kearsley (1996) for whom adult learners are learners between the ages of 25 and 50. The learners of these ages were considered to have distinctive characteristics to younger learners who study in primary or secondary schools because they may be studying and at the same time having responsibilities to their families and job. University students may also be considered adult learners and they need 'some types of structure' to assist them to become independent and self directed (Cercome, 2008). Merriam & Caffarella (1999) define adult learners from the concept of Andragogy. These scholars suggest five assumptions regarding the characteristics of adult learners. First, they are considered to possess independent self-concept and ability to direct their own learning; second, they have had growing learning experiences that become a 'rich resource' for learning new knowledge;

third, social role of the learners is related to their learning readiness; fourth, there is a dynamic change of adult learners' perspectives along the way; fifth, adult learners are likely more motivated by internal factors (not external ones). Thus, adult learners are more likely to be independent and self-directed learners, while younger learners need more direction and guidance, or in other words, more dependent upon the teacher.

As the basis of her Research and Development, Cercone (2008) listed thirteen characteristic of adult learners. First, adult learners may have some limitation as the result of the established learning habit such as learning stamina, concentration span, etc. Consequently, the teacher should consider the limitation in designing instructional design for them. Second, they have a wide range of individual differences, including the difference in learning styles. This should also be considered especially in material development and types of tasks. Third, they need to be actively involved in the learning process because they have to use their thinking ability to make learning result in permanent ownership of competencies. Fourth, as they have background knowledge of a particular topic as the result of their learning experiences, learning should provide scaffolding activities. Fifth, adults have a pre-existing learning history and they need support to work in new learner-centered paradigm. Sixth, adults have to relate what they already know with the new knowledge, and the major role of the teacher is as a facilitator. Seventh, adults need consideration of their prior experience. Eighth, they need to see the link between what they are learning and how it will apply to their lives. Ninth, adults need to feel that their learning focuses on issues that directly concern them and want to know what they are going to learn, how the learning will be conducted and why it is important. Tenth, adult learners need to fulfill their curiosity about how well they have achieved, therefore they need to test their learning as they go along, rather than receive background theory. Eleventh, adult learning requires a climate that is collaborative, respectful, mutual, and informal. Twelfth, adults need to self-reflect on the learning process and be given support for transformational learning, and finally thirteenth, adults need dialogue, therefore social interaction must be provided during the process of learning. These distinctive learning characteristics (as compared to younger learners) may make teaching adult learners challenging. Their need to draw out meaning from what they learn and to be curious about how well they have achieved the pre determined standard of competencies will make the teacher to be selective and considerate about the instructional materials, the types of tasks and activities, the strategy for assessing their competencies as well as the follow up activities.

3.2 Reading in EFL

In exploring the literature, there are different classifications of readers' levels (see Graves, Connie & Graves, 1998; Nuttall, 1996). One of the classification was put forward by ……….who proposed eight levels of reading ranging from the lowest level (emergent reader to maturing & advanced reader). As this article focuses on adult learners, the level of reading discussed in the highest level (i.e. advanced reading) which characterized by reading fluency (100+ wpm), accuracy of pronunciation, and proper expressions. An advanced reader conveniently reads longer texts in a variety of genres and employs a variety of strategies in order to comprehend the texts. They confidently decide on appropriate and effective strategies to meet different purposes of reading. In advanced reading course in Ganesha University of Education, students are trained to develop high order thinking abilities through the activities of comparing and contrasting different elements of a text such as the theme and topic, problems and solution as well as cause and effect relationship.

An advanced reader is supposed to have rich vocabulary so that s/he has the capability to use them in appropriate contexts (Mokhtar, 2010). Rich vocabulary ownership will help readers understand and at the same time have the ability to make inference, summarize, synthesize or evaluate information. It is then sensible to say that advanced readers easily cope with long texts such as novels, magazines, newspapers, internet articles, journal articles and any other forms of reading texts.

3.3 Portfolio Assessment in Reading Classes

Paulson et al. (1991) define portfolio as a collection of works compiled by students that indicate their effort, progress and achievement. The emphasis of this notion is on students' active involvement in their learning process which includes selecting, judging and reflecting. They select the evidence or sample of their work and efforts, self assess their achievement and do self reflection on what have and have not been learnt.

Later publication by Moya & O'Malley (1994) suggests that the implementation of portfolio in the classroom support the process-oriented curricula especially in the area of English as a Foreign Language teaching and learning. According to these scholars, there are five features of portfolios in ESL classes: Comprehensiveness, predetermined and systematic, informative, tailored and systematic. Being comprehensive involves critical evaluation (either formal or informal) about what is meant by a good work or 'high priority' of information. Predetermined and systematic refer to students' awareness of using portfolio, the procedures of planning, deciding on the content, the assessment and performance criteria. What is meant by informative here is that the portfolio should provide meaningful information to teachers, students, staff and parents. The meaning of tailored in this context is that all the work/task are carefully designed and have clear purposes. Finally, authentic means that the assessment should be real life and contextual so that learners can develop their understanding in both the concept and topic and it's relationship to real life contexts.

One of the characteristics of adult learners is that they need to see the link between what they are learning and how it will apply to their real life (Cercone, 2008). This confirms that there must be a close link between the instructional materials and the assessment strategy use. Adults also need to test their learning while they go along. In this case, they are in need to assess their own capability through self assessment strategy. As a matter of fact, according to Paulson et al. (1991) as cited in O'Malley & Pierce (1996), "without self assessment and reflection on the part of the student, a portfolio is not a portfolio" (p.35). Thus portfolio assessment is appropriate for adult learners since it includes self assessment in its step by step implementation.

In this research, adult learners are the third year students of Ganesha University students majoring in English education. They were undertaking Advanced Reading Course, the highest level of the four series reading courses in the department. The main goal of the course is to train them with high order thinking abilities through reading themes that are related to the life of adult professionals. The course is a two-credit hour lesson with the total number of in class sessions of 16 times9including the mid-term and final tests), each of the session comprised 2x50 minutes. In class activities, students are trained to think critically about a particular issue. First, they read the text under a theme silently. And then a class discussion was run by the teacher which is guided through informative and hypothetical questions. After that, students work in groups of 4 or 5 to create analytical and evaluative questions about the text. Two groups were then mingled and ask and answer questions. This in class activity may be followed with writing activity that demonstrates students' critical thinking skill.

4   FINDINGS AND DISCUSSIONS

4.1   General Overview about Advanced Reading Course

The instructional materials for Advanced Reading course were compiled in the form of handouts and loose reading texts or articles. The texts were selected from magazines, newspaper, journals, and online resources. There were two major segments in Advanced Reading Course: First, in-class reading activities that includes analyzing, evaluating, question composing, summarizing and using difficult words into contexts. In this first segment, students were provided with the reading texts to be discussed with the teacher taking the role as the prompter. Usually there is only one reading text that is discussed in one session with the variations of individual, group and class activities. Second, Extensive Reading that includes summarizing, composing and answering analytical and evaluative questions, listing difficult words, finding their meaning in monolingual English dictionary and making sentences using the words, summarizing, writing opinion about the text, and filling in self assessment rubrics. In this segment, students are assigned to find a text or more under the same theme. They had to read the text(s) at home and fill in their self reflective journal (see Table 02 below). There are 6 themes of texts used in the course, with the following details.

Table 01. Themes and Topics of Texts for AR Course

No	Themes	Reading Topics	
		In class	**Extensive**
1	Human Rights	Gender Discrimination	Student own choice
		History of War	Student own choice
2	Health & Education	Born to be the Best	Student own choice
		Should Abortion be legal?	Student own choice
3	Unusual Life Style	Weird habits of successful people	Student own choice
		The most famous drinkers of all time	Student own choice
4	Biography of Famous People	Great Invention in human history	Student own choice
		Great Men in history	Student own choice
5	Economy & Business	His own Boss	Student own choice
		Successful Family Business	Student own choice
6	Government & Politics	General Election	Student own choice
		Terrorist threats	Student own choice

The students were challenged to read as many texts as they want to and then they have to fill in their journal. There was one week in between one session to the other, which means they had seven days to search, print out, read, and do the journal. The following is the content of the journal.

Table 02. Content of Self-reflective journal for Extensive Reading

Text No	Title	Comprehension			Vocabulary	Comments/ Reflection
		Summary	**Analytical Questions & Answers**	**Evaluative Questions & Answers**		
#1						
#2						
#3						
etc.						

The format of the reflective journal above illustrates the complexity of the extensive reading follow up activity that the students had to do independently. Their comprehension towards the text was represented by their summary, self-composed analytical and evaluative questions and the answers. There was also an activity to enrich vocabulary on a particular issue, and finally giving comment and self-reflect on the text read.

4.2   Students Attitudes and Motivation in Advanced Reading Course

Attitudes in the context of learning in this research refer to what someone thinks and feels about what he/she learns (Fielding, 2015). These were interpreted through the comments written in the reflective journals. Motivation is defined as the willingness to take necessary actions in order to achieve the intended goals. In this research motivation was traced from the effort to do the extensive reading. It includes the number of texts read and analyzed independently as seen in the journal.

Based on the close reading to students' portfolio and self reflective journals of Class 5C, the majority of the students (74.6%) showed consistent positive attitudes towards the advanced reading course. They wrote expressions like: "*I like the text because I can learn more about interesting life style*". "*I learn many words about court and law through this topic*". Slightly different trend was demonstrated by class 5F. 63.7% said positive things like "*I learn many new words from this reading activity*". I like reading the text because the topic is interesting for me". This is understandable since both groups probably have developed 'some strategies' to cope with various reading texts during the 'in-class' reading activities. The lecturer always encouraged students to think critically to respond to analytical questions posed orally by the lecturer.

From the number of texts read independently and the effort done in filling in the journal after reading activity, it was found that most students in Class 5C demonstrated motivation to do extensive reading independently. There were 16.1% students who reads more than two (3 – 4 texts) independently. This shows good motivation to achieve well in portfolio assessment. At the beginning of the semester, students had been made aware of the consequences for their good effort. When they read more than 2 texts independently in a week time, they have full mark for the aspect of effort which will affect the overall score of the portfolio. 51.6% of the students in class 5C read 2 extensive reading texts and did their best effort to fill in the journal (which take them at least 4 hour extra time). This can be considered as the indication of motivation to do the extensive reading. The remaining 32.3% of the students were found to read one extensive reading text and did their best effort to fill in the portfolio journal. This could also be interpreted as motivation in Advanced Reading course. Meanwhile, Class 5F showed a different trend. None of the students from this class showed the evidence of having read more than 2 extensive texts in a week. Only 14.3% of the students read 2 texts and the rest 75.7% read 1 extensive reading text in a week. Some of the comments written in the journal of Class 5F are: "*The time is very limited to find and analyze extensive reading text*". "*The text are all difficult, it takes so much time to fill in the journal*". This difference may be the indication that there is some degree of difference in attitudes and motivations of the students from the two classes. The reasons for the difference are beyond the scope of this research. It may have something to do with the background knowledge and learning experiences of the two groups of students. The input quality of Class 5A, 5B, and 5C could be expected better than Class D, E,F and so forth, because the students test results in the selection process was ranked. Class A, B, and C can be expected to comprise those with better test results.

It is undeniable, however, that the interpretation of the data potentially be bias due to the limitation of the research method on attitudes and motivation in this research. But what obvious is that students seem to be very proud of their portfolio. Each of them made the portfolio very well-organized and they decorated it with pictures and professional cover. This also tells something in the journal about their attitudes and motivation.

4.3   The Probable Impact of Portfolio Assessment on Reading Achievement

During one semester of instruction, students had gone through learning processes that require them to interact frequently with various texts and write in their self-reflective journal in their portfolio. The portfolio comprises cover page for every theme, table of content, reading texts, reflective journal and self assessment rubrics. Thus it is not hard to imagine that students built their reading comprehension skills, analytical and evaluative thinking skills and at the same time did self reflection toward their learning. At the end of the semester, students have to present their Advanced Reading portfolio. They had to put emphasis on how much they learnt, what they like/dislike, what suggestion they would like to pass on to the Advanced Reading Instruction. The series of activities can be expected to build good effective habit in the course. All these systematic reading can be expected to bring about positive impact on students reading achievement. The following table shows students achievement as the impact of portfolio assessment strategy.

Table 03. Students' Reading Achievement as the Impact of Portfolio Assessment Strategy

Class 5C	Average Score (out of 100)	Class 5F	Average Score (out of 100)
Qualitative	85.3	Qualitative	77.8
Quantitative	87.5	Quantitative	79.5
Independence	86.3	Independence	78.0
Presentation	85.7	Presentation	80.0
Mid Term Test	85.0	Mid Term Test	79.7
Final Test	84.5	Final Test	76.3

Note

Qualitative score : The score taken from observing closely the portfolio at the end of the semester

Quantitative score :The average score between students' self assessment scores and teachers' scores about the completeness and the quality of work as compiled in the portfolio

Independence :The score of student's effort as seen from the number of texts they managed to read and the tasks they fulfilled.

Presentation :The score gained from a presentation on particular issue.

Table 03 indicates the achievement of students from both classes in Reading as the result of the implementation of portfolio strategy. Students become active learners who take initiatives to search and select the text they would like to read. The systematic guidance about what to focus on and how to think critically in class was directly applied independently by the students outside the class. As Cercone (2008) points out, adult learners have initiatives to learn because they are aware why they are doing so. All students closely followed the step by step activities as guided by the journal in their portfolio. As the results they become more detailed in reading a text and improve their comprehension accordingly.

It is interesting that there is a consistent different trend between students of Class 5C and Class 5F. The lower attitudes and motivation in working on the portfolio journal was followed by lower achievement in Reading comprehension. There are two possible explanations for this finding. First, the two classes are basically different in background knowledge and experiences about reading. These affect their attitudes and motivation and consequently their reading comprehension achievement. The correlation between attitudes, motivation and achievement, have been established through intensive research. Secondly, the difference may have something to do with commitment and dedication to work on the portfolio (including the self assessment and the journal). Class 5C may have more commitment, spending more time and working harder so that they can satisfy themselves with what they wrote in the journal. This can be seen from the higher score of the portfolio followed with the higher score in the reading comprehension achievement. It this is true, it means that portfolio assessment strategy do bring positive impact on students reading skills and achievement.

5   CONCLUDING REMARK

As mentioned earlier, this research has a potential bias due to limitation of the research method. Students' attitudes and motivation were interpreted through what students wrote in the self reflection journal of their portfolio. Positive statements were interpreted as positive attitudes. Similarly in interpreting motivation, the reference was the commitment of the students to do the most effort that can be seen from the number of extensive reading texts the searched, selected, read and analyzed. Only motivated students that can be expected to spent hours of work independently. For more reliable findings on this particular research topic, further research should design a more sophisticated research method and involve bigger size of subject.

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STRATEGIES AND PROBLEMS LANGUAGE TRANSLATION IN READING TEXT FOR BEGINNER TRANSLATORS AT SENIOR HIGH SCHOOL WIJAYA PUTRA SURABAYA: SEMANTIC APPROACH

Dewanto, S.S
dewa_devil19@yahoo.com

Faculty of English Language and Literature Wijaya Putra University Surabaya
Jl. Raya Benowo No. 1-3 Benowo Surabaya

Abstract

Translation is a transmitting message to target language (TL) from source language (SL). Good translation needs a strategy to get the correlation meaning from result of linguistic work. It is as aim for the translators. Translation is called strategy because it has access forward in technology innovation and arts. The strategy of translation in interpretation text theory is as effort a translator to transmit source language (SL) into target language (TL). Translation is universally defined as a process of transforming a piece of linguistic work. It is a process transforming and transmitting SL into TL. This translation article has aim to share on translation work for the beginners, especially senior high school students Wijaya Putra in Surabaya to translate and transmit the English text into Indonesia language. The translation strategies will be discussed in this article such as the reaching target language (TL) from source language (SL), the accuracy meaning in choosing words, sentence structures, and culture factors. Therefore, translators have to know a detail understanding of textual context and domain-specific knowledge. In translation is required strategy in interpretation to comprehend the theoretical and practice as urgent aspect of translation. The comprehension of source language as a translator is the important thing to be known in doing practice of translation and also to understand about the relevance theory in translation the foreign languages. This research uses qualitative method to get the data in the field. Data will help to know and find some appropriate strategies and the urgent problems that students face when they are translating book texts in the class. The strategies and problems translation in this research uses semantic approach to answer the problem in the translation for the students. The writing of article is descriptive in nature and based on the library research in the Surabaya.

Keywords: translations, strategies, problems, reading texts, semantic.

1   INRODUCTION

Translation is form of transmission of language by the shifting idea process or thought from source language into target language with the still have the equivalence meanings as same as between the source language and the target language. Catford (1965) states that translation is the replacement of textual material in source language equivalent textual in the target language. And the term textual material underlined the fact that in normal condition, it is translated or replaced by target language.

Nababan (1999: 18) states that translation is the shifting of message from the source language into target language. Translation, further according him that there are the terms translation and interpretation which used in the different situation, even both of them only focus on the shifting message. Generally, translation is focus on oral or written message. However both of them show on focus shifting of written messages.

Laba further (2013:1) states that translation is generally defined as a process of transforming a piece of linguistic work. It is a process of transforming meaning from the source language into target

language. The translation of ST into TL is not always coherent and systemic. Teber (1974) states that translation is the effort to open of message from the source language into target language by using the equivalent meaning. The aim of translation in this case is to give the semantic equivalent meaning between SL and TL. It is different between translation with all linguistic work.

Bell (1991: 7) states that translation is the replacement of representation of a text in one language by a representation of an equivalent meaningful text in a second language. The quotation below shows the definition of translation proposed by Bell. Translation is transferring the original message of the source language into the target language in such a way the impact on the target language (TL) reader is the same as on the reader. The same message can be conveyed in various ways as long as the aim is to keep the original message constant. To achieve the aim of translator should study not only the source language (SL) itself but also the situation and the cultural context of the text. One of the most important things in translation is the understanding of meaning.

Generally, translation is the transforming meaning from source language into target language. The translation sometime takes from the source language into target language not only always correctly but also systematically. As a translator must understand more detail about the theory and concept about the translation. Translation is also called the process of shifting in contextually from SL into TL, such as example for the reading book students in SMA Wijaya Putra Surabaya. The book is in English text so the students have to translate the book into Indonesia when they are reading it.

Translation is also called as communication form between the users of language with others. By communication, people can understand from the meaning of speech which they do. Both languages have the same meaning based on the aim the translation. Further, Brisset (in Venuti, 2000: 343) states that translation is dual act of communication that shows the two different codes, namely source language and target language. Catford (1965: 20) states that the transforming of textual language from SL into TL. The translation is as media of information changing from one nation into others. He also states that translation is the replacement of textual material in one language (source language) by equivalent textual material and another language or target language.

The statement above shows that translation is as an equivalent message that being in source language with target language in a text. It is right that translation is not avoided from a text language. The using languages as communication tool between people with other, even in oral or written. Every language has certain styles in the using it. There are mother tongues, the second language and foreign language. Foreign language (English) is as new language for the students in senior high school Wijaya Putra. It is never learned before by students generally, so it is as a problem case in translation. It is as one major factor in translation for the students. It becomes one of factor the difficult thing if students want to know the content in the text. When people are speaking and reading other of course they do not understand, especially when they are doing communication between people who fact that their mother tongue are different, so that situation is needed in translation (Hollander, 1995: 10).

Translation is an effort transforming that it is not avoided from the characteristic of language background culture. Every culture has character of language so it will be difficult to be understood by the students as beginner translators. A language automatically has style and culture even it comes from one cluster. Language some time has character itself and it is not said the equivalent meaning, such as on lexical or word that could not be equivalent with other language, such as these Javaneses: *rujak uleg, sate madura, rujak cingur and soto lamongan*. These words could not be translated into other languages such as in English. The words are one of the regional language from Surabaya. It will not be same in English. There are some English words that they could not be translated into Indonesia, for example: Sony, Samsung, Hand phone and Honda. They are included in the borrowing words.

Linguistic equivalent is one of the aspects to make easier in translation process, the other is the culture of speakers. The same form in linguistic study, probably that every language can be translated into other language and it still needs an approach (Zulprianto, 2008: 1). Indonesia and English basically do not have relationship linguistics and cultures. It is caused by cultural and geography, but some linguistic forms both languages have similarity, for examples in constituent order or word order. In the descriptive linguistic approach, subject approach, verb and object (Crystal, 1987: 98). Translation is called a process transforming of messages. There are three steps in the translation process, namely 1) text analysis source language (SL), 2) transforming messages; and 3) reconstruction (Suryawininata, 1987: 80). The steps process above can be diagrammed as follows:
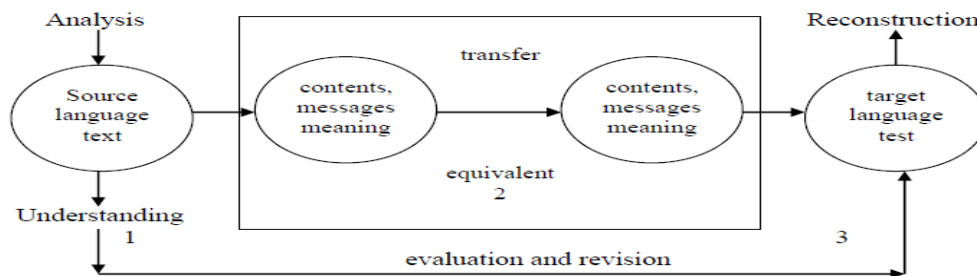
Translation is one the important thing for the students who have bilingual class such as in senior high school especially in Wijaya Putra Surabaya. Almost all book text readings are in English. It is as an effect from bilingual class programs which required all book texts in English. Automatically, all students have to understand all messages in those books. One way is to translate into Indonesia. All students in this school generally, have to learn how the way to understand and know the meaning in the text book. It is the reason the writer does the research.

In the beginning, the understanding foreign language is one problem for students in bilingual classes. They learn about the strategies how to be a translator well. The roles of English teachers are determined in this situation. The teachers want all students understand and know how to translate well. The teachers give explanation about strategies and the way to translate and drill in translation the text in reading books. Hopefully, all students can get the messages and catch meaning based on the reading book text as the target language. Text translation becomes big problems for the senior high school students when they are reading English text books. The problems should not be lost, but the problems are still faced by hard learning about how translate well. Vermer (1994: 3) states that whenever one takes the trouble to peruse the hundred of publication on translation theory and practice today and in former times, one cannot help being assailed by feeling of frustration. The same problems and the same affirmations about the same problems are repeated again and again: whether it is better to translate literally or freely according the meaning (or sense) of words or sentences or text, whether form or meaning (content) of a source text are more important, whether rhyme and rhythm are to be preserved or substituted and so on.

Translation is not escaped from the text. The meaning of text is also influenced by situation context and context situation will be influence culture context. The cross culture understanding will appear ideology from the text. In other hand, a text contents field, channel, relation between the speakers and listeners. The beginner translators such as the students in Wijaya Putra Surabaya face many problems dealing with the reading books to translate those hands out of books. The cases appear when the students read the books which the written in English. They have translated those books from the source language (English) into target language (Indonesia language). It is done by students in order to they can understand the meaning of message from the text.

Students generally, have problems to understand the position of words order, choice word, borrowings, words, phrases and sentences. Automatically, the grammar based on syntax in English of course different with Indonesia grammar. We could not translate word by word as in Indonesia grammar. It is as the problems for the students in translation. Nababan (1999: 3) states that the increasing in drill for the beginner translators translate text books having to the quantity translation books. But, increasing the number of books is not enough fulfill the translation quality. Kamil (1988), states that scientific text is easy to translate because knowledge has the it's terms. Retmono (1980) states that in translation the scientific work, the comprehended the source language is not as the problem, because people who have knowledge in translation never face the problems in translation.

Margono (2000) remarks that there is no translation in the target language, which is exact equivalent of the text in the source language. This means that information in the target language, at a broader sense, will tend to be slight different from the source language.

The most important thing as a beginner translator is that the deep thinking and attention in strategy of translation such as how he/she understands about the terms equivalent, SL text (message) and replacement. They are the three important elements in translation. Some other elements include meaning, style, craft and process.

Translation equivalent could be in the rank of word for word, phrase for phrase, sentence for sentence and so on. For examples:

(1-1)   Hospital   : *rumah sakit*,

(1-2)   Hospital attendant   : *juru rawat rumah sakit*; and

(1-3)   My sister is a hospital attendant: *saudara perempuanku seorang perawat.*

Based on those examples state that a translator should understand about the strategies and problems in translation first before he/she does the translation.

1.1   Problems of Research

Based on the introduction above, this research are some problems going to discuss in this research, the problem are:

1. What are the suitable strategies for the beginner translators in senior high school level Wijaya Putra Surabaya?
2. What are the real problems for students as the beginner translators in translation?
3. What are the factors which influence the process of translation as the beginner translators?

1.2   Review of Related Literature

This review of research is based on the relevant chronology concepts. The relevant translations are dealing with the strategies and problems languages in reading text books for the beginner translators in senior high school Wijaya Putra Surabaya with using Semantic approach. The researches below have related literatures with this research.

Jakobson (2000) in his research with the title "Translation Studies uses linguistic meaning approach and the equivalent words". In his research, he finds the some translation groups. He groups into three parts. They are 1) rewording translation or make word orders. In this part, the verbal symbols interpretation meaning with use the other symbols but they are still in one language, 2) inter lingual translation. In this translation the verbal symbols interpretation with the other language; and 3) inter semiotic translation. In this part, the translation uses verbal of symbols which uses nonverbal system symbols. Jakobson's research has relevance with this research. The relevancy in this research is on semantic approach and object as translation. In this research, the object are the students translation in the reading text books at senior high school Wijaya Putra Surabaya. Beside has the relevancy, this research also has different with Jakobson's research. The different is on the result translation between this research with Jakobson's research. The theory is also different this research with Jakobson's research. In this research also discuss about the strategies and the problems in translation for the beginner translators and in Jakobson's research discusses about the relevance translation in semantic approach. The object in this research is senior high school students of Wijaya Putra Surabaya.

Wirastuti (2006) on her research about "The strategies of translating English idiom in the novel Lord of The Rings" The Two Towers" states that translation is a complicated process, however a translators who is concerned with transferring of the meaning will find that the target language has a way in which the desired meaning can be expressed, even though it may be very different the source language form. While in this research discusses about the strategies and problems translation in reading books in senior high school students. In the Wirastuti's research discusses on idiom in Novel Lord of The Ring, but in this research is focusing on the strategies and problems in reading text books. Both researches have similar object namely on the equivalent meaning in text reading.

Sukamto (2008), in his research with the title "The Problem *dalalah* (Arabic language) in to Translation Arabic-Indonesia with Semantic Approach". That research discusses about the problems of word *dalalah* in Arabic language into Indonesia. In his research talks about the meaning *dalalah* translation from Arabic as the source language into target language (Indonesia). The comprehended of Arabic is as one of the problems in this research. This research is limited on the meaning of *dalalah* based on the Arabic language. In this research, no mention the limitation for the translation aspects in *dalalah*. This research is done in Sunan Kali Jaga's students in Yogyakarta. Sukamto's research has

similar research with this research. The same is on its approach that uses Semantic approach. This research also has difference with research above where in this research focuses on the beginner students at senior high school Wijaya Putra Surabaya, but in Sukamto's research the students of Kalijaga University are as object his research. However, this research is also focusing on strategies and problems on reading books text only for the students as the beginner translators.

Setia (2009) does research about "Translation, Problems and Some Approaches". That research discuss about the equivalent of meaning semantically. The point of equivalent source language and target language is as object that research. That research uses linguistic meaning approach. In that research also give the equivalent about idea to combine the meaning in the novel. The finding in that research that there are some kind of equivalent words, such as one of them have function each other. That research states that the success of translation depends on the aim in translation, which result as the reflections people needed. A simple translation in rough-and ready translation from a letter can give information correctly. That research uses the translation machine in obtained the result. Setia's research has relevant with this research. The relevant point with that research is put on the approach, namely Semantic. In these researches still discuss about the strategies and problems in translation. Both of them also talk point in the equivalent meanings. This research uses Semantic approach to know how the students do translation based on the reading text books. Even on the reality, still are found some mistake from the result of student's translations. Beside, this research has different how to obtain the data. In this research, the data is obtained from the result of student translations but in Setia's research the data is obtained from the text by translation machine. It looks easier to get results in translation. Setia's research has different in how to get the data with this research.

1.3 Concept and Theory Frameworks

The following concepts are related to the point of current study. Those concepts are considered important things in relation to the procedures in translation of strategies and problems in reading text for the beginner translators. The concepts in this research are Semantic, translations, borrowings, and equivalents.

(a)   Semantic

This research uses approach Semantic. In this research is only limited on the meaning of meaning text in reading text books. Semantic is concerned with the meaning and the changes in meaning of words and expression (Schaff. 2010: 5). Lyons (1995:1) states that Semantic is generally defined as the study of meaning. Crystal (1985:273) states that Semantic is a major branch of linguistic devoted to the study of meaning in language.

(b)   Translation

Savory (1969: 13) states that translation is made possible by an equivalence of thought that lies behind its different verbal expressions. Kridalaksana (1985) states that translation is transforming message from source language (SL) into target language (TL) by expressing the meaning first and then language style.

(c)   Borrowing is the word that borrowed from other language. It means that word can't be changed with other language
(d)   Equivalence is the similar meaning in each word.

The theory frameworks in this research dealing with the strategies and problems in reading text books. Newmark (1986: 46) states that as Semantic translators in foreign translation that translate text instrumental however it is better uses communicative strategy.

The Problems in the translation are the choice words (foreign words, borrowings, acronyms), understand of texts, idioms, less of drill for the beginners to do more exercises in translation, different regional, slogans and name of person. They are as the problems which are understood by the beginner translators.

This research is done to answer the problems above. This research has aim to describe finding about the exact strategies for the beginner translators in senior high school Wijaya Putra Surabaya. The second is to find the real problems which become obstacle in translation for students, and the last purpose is to find the factors of mistaken the students in do translation works about the reading text in the class.

2 METHOD

Methodology describes the method which is applied by the researchers in carrying out the current this research. This method is focusing on data source, method and technique of collecting data, and method of analyzing data. This article uses observation method to obtain the data. Data is obtained from the students of senior high school Wijaya Putra Surabaya. To get data, the researcher gives instruments to the students dealing translation in reading text. The text talks about descriptive and narrative. The text is dealing with the words, phrases, sentences, compounds, and idioms. Data is taken from one hundred students from four classes. They are the first, the second, and the third classes. The instruments consists the text dealing with translations. The text is taken from the book of "Link to the World 2 and 3" which published by Yudistira Yogyakarta.

The method of collecting data is needed include observation and documentary. After collecting the data, the researcher does analysis about the result of translation from all students. The researcher groups the data into words, phrases, sentences, compounds, and idioms. It is done in order to make easer in analysis the data. The data which had taken, then it is shown by comparison analysis. It means that from the source language into target language. The analysis is done for the target language only (English) that supposed needs representative to be analyzed. From the result of data, then the researcher makes conclusion.

3 FINDINGS AND DISCUSSION

In this research finds, the problems of translation from the students which as the data. It is shown by the result of student translation works. The data, then is analyzed based on the problems in this research at students of senior high school Wijaya Putra Surabaya.

This analysis translation uses Semantic approaches which gives limitation in the research to the meaning of words in reading text books. The reading text books are taken from Yudistira's publisher 2010. This analysis is not whole meaning in Semantic Study, such as kind of meanings, relation meanings, area meanings, change meanings, the group lexical meaning. It is focusing on all meanings generally based on data which had obtained from students, for examples: verbs, adjectives, synonyms, and phrases. Wiezbicka dan Goddard (1994) have proved that their theories are able to solve the problems of complex meanings. They use Semantic primitives to distinguish the meaning of a lexicon of a language.

The analysis of meaning and structural forms both in source languages and target languages are also based on the principles of translation proposed by Nida (1975), which concerns with loss, gain, and skewing of information and theory proposed by Catford (in Venuti, 2000: 141-147) that includes the level shift and category shift in translation is also used to analyze the data. But, in this research is discussing the meaning only based the Semantic Approach. This research is not perfect one because it is taken from the students in high school level class. It can be seen from the result of translations. The topic only talks the problems and strategies in the beginner translators.

The above analysis can be diagrammed as follows based on the Semantic approach.

Loss/gain/skew of information
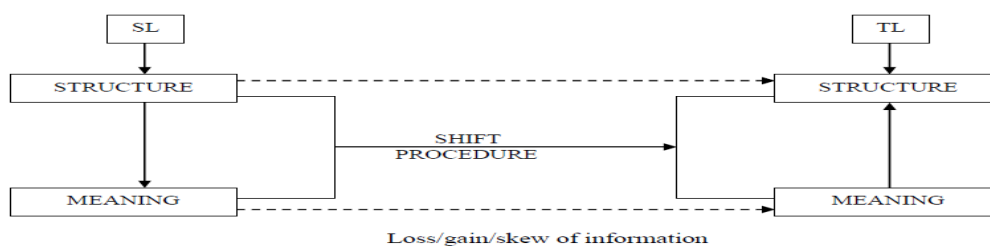
Data and discussion in this part uses approach in the meaning of concepts. The comprehension of meaning needs the detail explanation in translation. The data is presented in words forms (noun, verb, adverb, synonym and even pronoun), clauses, sentences with have the equivalents meaning with Indonesia language. The comprehension of meaning needs the explanation clearly. The data discusses about the meaning in the reading text. As example the data is taken from the text "People can do a lot of about the condition in which they live" and it has means in Indonesia "*orang-orang dapat melakukan banyak hal tentang keadaan yang mereka alami*". That data then is analyzed in form lexical, words, clauses, or sentences.

The following is the data taken from the reading text about the strategies and problems translation in the senior high school Wijaya Putra students Surabaya.

Data 1.

SL	TL
People can **do** a lot of about the condition in which they live	*orang-orang bisa melakukan banyak hal tentang keadaan yang mereka jalani*

The data above shows that the students had translated the sentence by correctly. They take the strategy by using the word do as the verb in that sentence. The choice word strategy is exactly in data 1. The students know that the sentence consists two verbs, namely do and live. But the problem in this sentence is only focusing in the verb do in the first sentence. The data also shows that the first sentence has auxiliary in the sentence so the students have problems to make the appropriate meaning between source language with target language. The word do in the sentence above is meant as *melakukan* or *mampu mengerjakan*. This case will be known in the context of sentences as the whole. There are some students mean that the word do has position as verb or auxiliary in that sentence above. The choice word in this problem as the strategy in the translation. The students can understand the message from the text well. The result of target language uses the appropriate word.

Data 2.

SL	TL
They should refrigerate **food property** when necessary and they should not leave food lying around because it may attract insects and rats.	*Oran-orang mendinginkan makanan yang menjadi hak milik ketika perlu dan mereka tidak seharusnya menaruh makanan sembarangan karena hal itu akan di hampiri serangga dan tikus.*

The data 2 above shows that the sentence is called compound sentences and it is also as long sentence for students to translate the text into target language, especially as the beginner translators. In that compound sentence is found that the conjunction word 'when' and also to other word. It shows that a problem for the beginner translators. The students still have not taken the suitable words for meant the phrase above. It means that the strategy to determine the meaning is not appropriate here. The students take meaning from the phrase food property in different Semantically. The phrase food property is as wealth. The problem happens to the students how they interpret the meaning food property well. They have to look for the equivalent meaning from that phrase. The choice in equivalent word becomes one of the strategies in translation. If the message in source language had meant in fault meaning, so the meaning in target language will be fault automatically. It is not equivalent meaning.

Data 3.

SL	TL
They should not leave food lying around because it **may attract** insects and rats.	*Mereka seharusnya tidak menaruh makanan sembarangan karena hal itu akan di hampiri serangga dan tikus.*

From data above shows that there is problem dealing with the choice word in the sentence which had done by the students. The wrong choice word will influence the other meaning in the sentence. The meaning is found by the students as the beginner translators on the word attract which meant as

illness. Here, the students have obstacle in choosing the right word. They choose the word attract, then it is meant based on the meaning in the dictionary. They find the word attract is *menyerang*. They mean the word attract as in the dictionary. In dictionary meant that the word attract has mean *menyerang* so the meaning in the sentence is something that make the other change. However, the words will have the different meanings if the translators at least fault in interpreting that word into target language. The message meaning from the sentence is that people want to live healthy, so they have to take care health and neat started from themselves.

Data 4.

SL	TL
To avoid **these pests**, the proper care of garbage is also very important	*Untuk menghindari serangga-serangga ini, menempatkan sampah ditempat yang benar adalah hal yang sangat penting.*

Data above shows that the translators do the translation based on the context meaning. There is a word that meant as to infinitive (to avoid). It should be avoided in order to the TL and SL have the equivalents meanings. The phrase these pets are meant in Indonesia as *serangga*. Some students meant *serangga-serangga*. The students supposed that the position and the constituent are in plural meanings. It is as one fault in translation as the beginner translators in choosing words. The meaning message above is health so important for all people who want live well. They should not through the rubbish anywhere.

Data 5.

SL	TL
Careful **housekeeping** is extremely important to sanitation and good health	*Menjaga rumah tangga merupakan hal yang panting terutama pada penyinaran cahaya matahari dan merupakan kesehatan yang baik.*

Data 5 above shows that translators do not understand about English idioms. Most of them translate word by word. They translate the housekeeping in every word namely house and keeping. The equivalent comprehend is as strategy in this data. The translators in this case, the students of senior high school Wijaya Putra need more in practice translation in order to get the good work in translation.

Data 6.

SL	TL
People should **keep** all part of the house neat and clean. They should scrub bathroom and kitchen often	*Orang seharusnya menjaga semua perabotan rumah dengan rapi dan bersih. Mereka seharusnya sering membersihkan kamar mandi dan dapur.*

From data 6 above shows that the result of translation has enough equivalent in choice meaning. It means that the word which be translate is the word keep. Most students translate that word into *menjaga* or *merawat* (Indonesia). The students supposed that the message in that sentence shows that there are the equivalent meanings after they translate in the sentence (data 6). The message of meaning above shows that the word "keep" is one thing important for all people.

Data 7.

SL	TL
Before **gold and silver** were brought to Europe from Spanish and Portuguese colonies in Latin America during the sixteenth century, inflation had not been a major problem	*Sebelum emas dan perak di bawa ke Negara Eropa dari penjajah Spanyol dan Portugis di Amerika Latin selama abad ke enam belas, inflasi bukan masalah yang utama.*

Data 7 shows that the combination two words in parallel sentences or compound sentences will influence the meaning in the sentences. Those sentences have the equivalent meaning with the combination and meaning in the sentences. Both of sentences have the same position. In data 7 finds

to the words gold and silver. Both sentences are nouns in the sentences, so it needs conjunction 'and'. The problems here, show that the students translate both words gold and silver with *emas* and *perak*. Those words are meant one by one. The strategies of words by words are done by the students in data 7. The meaning of sentence here is the wealth colonialism nations had taken by the European.

Data 8.

SL	TL
Since that time, however, inflation has been a significant **economic issue,** especially during and after wars.	*Sejak saat itu, bagaimanapun inflasi telah menjadi berita yang sangat penting, khususnya selama dan setelah perang.*

The beginner translators analysis to the data 8 shows that the meaning word which from the word economic issue has position as the major sentence. The students mean the two words one by one same as the Indonesia grammar. This case shows that the equivalent meaning in English structures have to understand well for the students of SMA Wijaya Putra Surabaya as the beginner translators.

Data 9.

SL	TL
in many countries of the world, people are facing problem caused by **inflation,** which is a decrease in the purchasing power of money because of continuous rises in the prices of available goods	*Di beberapa negara di dunia, orang-orang dihadapkan pada msalah yang disebabkan oleh inflasi, yang mana meningkatnya nilai mata uang karena meningkatnya harga barang-barang keperluannya.*

Data 9 shows that translators here especially the students of Wijaya Putra Surabaya are less understanding the text well when they are translating the text dealing with the meaning inflation. The word inflation make some students face problems and feel difficult to transform the word into Indonesia language. But some of them understand about the meaning inflation so they exactly translate well. There are some students who translate the word inflation into Indonesia as *pemompakan* as same in the dictionary. They get the meaning *pemompakan* from the dictionary. There is 30% interpreted into *pemompakan*. Whereas, the word inflation is as one include borrowing word for making the equivalent meaning with the word inflation in the sentence. It shows that there is the choice word or borrowing in the sentence or data 9 above. That word can't be translated into Indonesia because *inflasi* is taken from English word as inflation.

Data 10.

SL	TL
When inflation is discussed, people generally refer to **an increase** in price, wages and the amount of money circulating in a country's economy	*Ketika inflasi di umumnkan, masyarakat secara umum mengarah kepada peningkatan harga, gaji dan sejumlah pertukaran uang ekonomi di sebuah negara.*

Data 10 above shows that there is problem refers the position of word according the students. Every word has the constituent in the sentence include data 10. The students show that they begin less correct in choosing the words when they see the messages from the text above. No every word has the equivalent meaning if it is being in a sentence. In the beginning of sentence is found passive sentence namely is discussed. It makes some students lean to translate the meaning from the word "an increase" into a verb in that sentence where it has means in Indonesia *meningkatkan*. The problem which students have namely that they do not know about the constituent and the position that has mean *meningkatkan* as the verb. The problem appears from the thinking of students that the word increase meant into *meningkatkan* where in the end of other words as noun such as the wordswage and circulating. So, the meaning appear where the students do not see the position of words. So the meaning of sentence above can be concluded that the government should take the best policy about the increase all goods in economic sectors.

4   CONCLUSIONS AND SUGGESTIONS

Based on the analysis above, clearly shows that strategies and problems are the major most   factors for the beginner translators as in the senior high school students Wijaya Putra Surabaya. As the beginners translators at least they should understand the strategies in translation about the context of reading books such as equivalents, SL text (message) and replacements. They are the three important element processes in translation, namely 1) text analysis source language (SL), 2) transforming messages; and 3) reconstruction (Suryawininata, 1987: 80). Translation needs process and strategies to get the result translation well. Beside, the beginner translators have to do more drill in translation. And one thing that the students face are about overcome the problems in the translations, such as how they have to understand about borrowings, foreign words, regional words, the equivalence meanings, and cultures.

The translation is transforming language process that always needs practice every day especially for students of Wijaya Putra Surabaya who begin to learn translation. They had done translation but the fact that they have still fault in interpreting the message from the reading text books. The fact that this research still has weakness and no perfect work from the result translation so for the readers please give us suggestion and support in order to the students can do better for the next translation. This research still needs suggestion and critic to correct the written work as translation. We are opening all suggestions from the readers, especially suggestion for students in senior high school Wijaya Putra Surabaya.

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CRITICAL THINKING IN AUSTRALIAN PRIMARY SCHOOLS: PEDAGOGICAL IMPLICATION FOR EFL TEACHING IN INDONESIAN CONTEXT

Djoko Susanto

djokosusanto354@gmail.com

Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang

Abstract

This study investigates how critical thinking is taught by primary school teachers in Geelong, Melbourne, Australia. This research involved four teachers teaching in different level. The classes observed were preparation class, year 3, 5 and 6. The main aim of this study is to explore the pattern of teachers' talk and students' responses in the classroom interaction. The result of this study can be used as a model to develop students' critical thinking in EFL context in Indonesia. This research employed qualitative design. The instruments for data gathering include observational checklist, field-notes, and interviews. The observational checklist was used as a research guideline to identify which critical thinking levels (remembering, understanding, applying, analyzing, evaluating, and creating) were taught by the teachers. Field-notes were used to add more data which might not be included in observations. Finally, interviews with the school principal and the teachers were done to obtain more explanations about the critical thinking implementation in the school.This research found that critical thinking based-instruction was done through three steps: (1) situating the context, (2) giving students' projects, and (3) discussing and evaluating. From 12 classroom observations, the teachers used various critical question starters, such as: "What do you think about?", "Can you describe what it looks like?", "What can you see, hear, smell, taste, and touch?", "What are you saying to make that happen?", "How do you make a plan for your future?", "Who or what is currently being affected by this issue?", "How does this issue affect our global community?", and "What is already being done to make change on this issue?" All of these questions were used by the teachers to ask the students thinking and doing critically on their projects. The teachers frequently used higher level of questions starters: analyzing, evaluating, and creating.

Keywords: Critical thinking, teachers' questions starter

1   INTRODUCTION

The 2013 Indonesian curriculum recommends the change of teaching style, requiring teachers to move away from the traditional teacher-centered classroom and towards a student-centered classroom. In real terms, this means that teachers have to spend less time lecturing students and more time teaching through inquiry. Teachers should facilitate the learning process by asking guided questions that help students discover content for themselves. Students are expected to become active and engaged learners. The new approach hopes to stir curiosity in students in order to build their critical-thinking and communication skills (Kennedy, 2014).This is in line with the main aim of the primary goal of education, i.e. developing critical thinking skills for students (Yang, Newby & Bill, 2005). Education, nowadays, is facing great challenge of focusing its goal on the cultivation of talents with strong ability to solve problems critically. The level of students' critical thinking is strongly influenced by the level of questions asked by the teachers in class (Feng, 2013). Syarif (2013) explained four basic elements in instructional design based on the English Language National Curriculum 2013: materials, objectives, method and evaluation. It is integrated each other to run curriculum effectively. K-13 is a form of integrated work between reconstruction of passing grade

competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. For English Subject, Syarif (2013) explained that materials learned are stressed on language competence as a means of communicating ideas and knowledge, learner are trained to read and comprehend the text presented, summarize, and present it with their own words. She said that "Learners are not trained to arrange texts systematically, logically, and effectively through continuous exercises." On this curriculum, learners are also introduced the suitable rules of texts to avoid confusion in the process of arranging text (based on situation, condition: who, what and where). Besides, learners are made used to expressing themselves and their knowledge using spontaneous good language. She added the essentials of curriculum 2013 are every subject supports all competencies (attitude, skill and knowledge) where subject is designed tied one and another and it has basic competence which is tied by the core competence of each class. "Instructional activities of all subjects have the same approach, i.e. scientific through observing, questioning, associating, experimenting, and networking."

This study investigates how critical thinking (CT) is taught by primary school teachers in Geelong, Melbourne, Australia. The term CT can be classified as a mode of thinking about any subjects, contents, or problems, in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them (Paul & Elder, 2008). The term critical thinking here refers to the employment of question starters (QS) formulated by Bloom in his Taxonomy (1956). Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity. Throughout the years, the levels have often been depicted as a stairway, leading many teachers to encourage their students to "climb to a higher (level of) thought." The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation. "The taxonomy is hierarchical; [in that] each level is subsumed by the higher levels. In other words, a student functioning at the 'application' level has also mastered the material at the 'knowledge' and 'comprehension' levels." (Shields, 2014). Facione (2010:22) reports on a statement created by consensus between a group of experts in critical thinking who suggest: "The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit."

QS related to the six thinking skills in Bloom's Taxonomy are purposely constructed to ensure students are stimulated to respond at all levels of the cognitive domain, especially the higher levels. Critical thinking, however, is a term that is given much discussion without much action. Oftentimes, critical thinking is something that has been overlooked at the elementary, middle, and high school levels where students are taught how to learn, as well as how to analyze information. When these students make it to the level of higher education or the workforce, the educators and trainers are forced to begin by teaching critical thinking skills as opposed to beginning with the information that needs to be conveyed (Rowles, Morgan, Burns, & Merchant, 2013). There are several reasons that critical thinking is not being focused on, and the need to have better scores on assessments is just one of them (Smith & Szymanski, 2013). Issues such as how to define critical thinking, how to teach critical thinking, and whether critical thinking should be taught or learned through social interaction plague educators who think about enhancing the critical thinking skills of their students (Choy & Cheah, 2009).

Previous studies relevant to the use of QS have been conducted by many scholars (e.g. Tony & Parson, 2011; Shen, 2012; Feng, 2013; Faruji, 2013; Keray & Güden, 2013). However, most of the studies related to QS, including these five mentioned scholars, involve higher education students. Shen (2012), for example, investigated how EFL classroom instructors gain a deep understanding and know how to use higher order questioning to enhance EFL students' critical thinking ability. He suggests that teachers should ask higher order questions to develop higher education students' critical thinking ability. In addition, he also suggests that teacher need to know how to exploit good questioning strategies. Keray & Güden (2013) examined the students asking questions, instead of the teacher. They evaluate the students' skills of asking questions through informative texts. Their study involves 9th grade Turkish students of 2011-2012 academic year joining Language and Literature

lesson. Their study shows that students' skills of asking questions can be improved through informative texts.

The present study is, yet, done in relation to the implementation of the newest Indonesian 2013 curriculum (K-13), where the underlying essence of learning is based on a scientific process, commonly known as scientific approach (SA). Nuh (2014) argues that scientific approach emphasizes the use of scientific methods for teaching and learning, which include observing, questioning, associating, experimenting, and networking. This method is basically in line with the six thinking skills of Bloom's Taxonomy. The Indonesian government spirit of implementing K-13 is actually promoting students to become creative individual and critical thinkers, albeit some of its content is still debatable. Teachers' thoughtful questions in this case play a crucial role in inducing students' higher level of cognitive processes. Unfortunately, there are only few teachers who ask higher order questions to promote students' critical thinking. Most questions asked in a classroom context seem to be at the lower level of cognitive processes (Khan & Inamullah, 2011). In fact, the application of SA has not been fully understood and implemented in the classroom activities by the majority of teachers in Indonesia. Pikkert and Foster (2013), for instance, investigate critical thinking skills among third year Indonesian English student. Their study show that critical thinking skills among third year university English students in Indonesia lag far behind American secondary and university students. In addition to this, teachers claimed that they have not been asked directly to be involved during the process of developing and implementing K-13 (Kompas.com, Wednesday, 20 August, 2014). For that reason, a research observing the model implementation of scientific approach, particularly involving teachers' thoughtful questions to train students thinking critically, logically, and objectively is important to carry out. For the sake of this purpose, the classroom observations of critical thinking implementation were done in Geelong schools, Melbourne, Australia. In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviors and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school. It is stated in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) that critical and creative thinking are fundamental to students becoming successful learners. Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter problems, unfamiliar information and new ideas. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and thinkers.

2 BLOOM'S QUESTION STARTER LEVEL AND LISTS OF KEY WORDS

Each level of questions and lists of key words that can be used to begin a question are presented below.

Level 1: Remember – Recalling Information

List of key words: Recognize, List, Describe, Retrieve, Name, Find, Match, Recall, Select, Label, Define, Tell

List of Question Starters:

- ° What is...?
- ° Who was it that...?
- ° Can you name...?
- ° Describe what happened after...
- ° What happened after...?

Level 2: Understand – Demonstrate an understanding of facts, concepts and ideas

List of key words: Compare, Contrast, Demonstrate, Describe, Interpret, Explain, Extend, Illustrate, Infer, Outline, Relate, Rephrase, Translate, Summarize, Show, Classify
List of Question Starters:

- ° Can you explain why...?
- ° Can you write in your own words?
- ° Write a brief outline of...
- ° Can you clarify...?
- ° Who do you think?
- ° What was the main idea?

Level 3: Apply – Solve problems by applying knowledge, facts, techniques and rules in a unique way

List of key words: Apply, Build, Choose, Construct, Demonstrate, Develop, Draw, Experiment with, Illustrate, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize
List of Question Starters:

- ° Do you know of another instance where...?
- ° Demonstrate how certain characters are similar or different?
- ° Illustrate how the belief systems and values of the characters are presented in the story.
- ° What questions would you ask of...?
- ° Can you illustrate...?
- ° What choice does ... (character) face?

Level 4: Analyze – Breaking information into parts to explore connections and relationships

List of key words: Analyze, Categorize, Classify, Compare, Contrast, Discover, Divide, Examine, Group, Inspect, Sequence, Simplify, Make Distinctions, Relationships, Function, Assume, Conclusions
List of Question Starters:

- ° Which events could not have happened?
- ° If ... happened, what might the ending have been?
- ° How is... similar to...?
- ° Can you distinguish between...?
- ° What was the turning point?
- ° What was the problem with...?
- ° Why did... changes occur?

Level 5: Evaluate – Justifying or defending a position or course of action

List of key words: Award, Choose, Defend, Determine, Evaluate, Judge, Justify, Measure, Compare, Mark, Rate, Recommend, Select, Agree, Appraise, Prioritize, Support, Prove, Disprove. Assess, Influence, Value
List of Question Starters:

- ° Judge the value of...
- ° Can you defend the character's position about...?
- ° Do you think... is a good or bad thing?
- ° Do you believe...?
- ° What are the consequences...?

- ° Why did the character choose...?
- ° How can you determine the character's motivation when...?

Level 6: Create – Generating new ideas, products or ways of viewing things

List of key words: Design, Construct, Produce, Invent, Combine, Compile, Develop, Formulate, Imagine, Modify, Change, Improve, Elaborate, Plan, Propose, Solve
List of Question Starters:

- ° What would happen if...?
- ° Can you see a possible solution to...?
- ° Do you agree with the actions?...with the outcomes?
- ° What is your opinion of...?
- ° What do you imagine would have been the outcome if... had made a different choice?
- ° Invent a new ending.
- ° What would you cite to defend the actions of...?

(Houghton, R.S.. (2004. March 17). Communities Resolving Our Problems (C.R.O.P.): the basic idea: Bloom's Taxonomy - Overview. Retrieved March 12, 2005 from http://www.wcu.edu/ceap/houghton/Learner/think/bloomsTaxonomy.html)

3   RESEARCH METHOD

The present study employs qualitative design to understand and describe how critical thinking was practiced by the Australian teachers in teaching learning activities. The participants of this research involvedthe teachers and school principles. Four teachers teaching at different levels were involved in this research, which include preparation class, year 3, 5 and 6. They came from two different schools which were chosen based on their experience as reported by the school principles.

To collect the data, three main research instruments are prepared: observations, interviews, and documentations. Twelve classroom observations were conducted to learn about the process of implementing critical thinking in the classroom activities. In doing so, observation checklist and field notes were prepared to record the situational context supporting the activities during the teaching learning process. The field notes were designed at every classroom practice observation.

The interviews were done with the school principals and the primary school teachers. An audio recorder was utilized to do the interviews. The interviews were carried out to obtain the information about the general perception of the practice of critical thinking in the classroom, which include teaching preparation, implementation, and general evaluation of the students' achievement. In addition, the documents including the lesson plan, learning assessment, and students' work were also considered to help analyze the implementation of critical thinking.

The data were analyzed by reviewing all the data obtained from the observations, the interviews and the documentations. The data were described based on the contexts of instructions. The component analysis includes the aspects of critical thinking. The data analysis moved in a cycle process, repeated again and again to identify the implementation of critical thinking in teaching learning activities modeled by the four teachers in certain contexts of the instructions. Triangulation method was also used to eliminate the researcher's opinion, prejudice, and bias toward the data obtained. In this research, the trustworthiness of data was done by cross checking data obtained from observations with the data gained from the interviews with the school principals and the teachers and the documentations.

4   CRITICAL THINKING IN ACTION

From twelve classroom observations, it was found that the implementation of critical thinking was done by applying inquiry-based learning (IBL) and project-based learning (PBL), as summarized in Table 1 below.

Table 1: Summary of Analysis

Ctxt	Type of learning	Teaching Strategy	Teachers' question	Bloom's Question starter level
1.	Inquiry based; Problem based	Simulation inviting students' responses on 'world population'	*"Argue whether you <u>agree</u> or <u>disagree</u> with"*	5: Evaluate
			"<u>Thinkcarefully</u> to provide their reason/s for their arguments"	4: Analyze
			"Explain their statement, think for themselves which can be different from others" (justify)	5: Evaluate
2.	Inquiry based; Problem based	Describing what will our world look like in twenty years	*"Can you <u>describe</u> what it look like (<u>draw</u>)? Have you got your picture?"*	3: Apply
			"Can you <u>describe</u> what your picture looks like?"	2: Understand
			"What can you see, hear, smell, taste and touch (<u>feel</u>)?"	3: Apply
3.	Inquiry based; Project based	First man landing on the moon	*"Do you <u>know</u> who he is?"*	1: Remember
			"What do you <u>expect</u> when firstly landed to the moon?"	4: Analyze
			What actually they would say and what would actually they <u>feel</u> about it?	3: Apply
			Why I <u>think</u> your alien is something I have never seen?	4: Analyze
			What it would be like (<u>draw</u>)?	3: Apply
4.	Inquiry based Project based	Market day for year six students	*"What would your stall look like (<u>draw</u>)?"*	3: Apply
			"How much do your items cost?"	3: Apply
			"How would your stall display (<u>draw</u>)?"	3: Apply
			"Who is doing what (<u>illustrate</u>)?"	3: Apply
5.	Inquiry based, Problem based	Year Five, Geography, Population concerning the product to solve the problems relevant with the issue of population growth	*"Will people like your product?" and "Why?"*	2: Understand
			"What is the strength and the weakness of your product?"	4: Analyze
			"What do you like the most about your product?"	4: Analyze
			"How does your product work (<u>examine</u>)?"	4: Analyze
			"How did you come up with	6: Create

			the idea of your product (*produce*)?"	
			"What is your opinion on the product (*elaborate*)?"	6: Create
6.	Inquiry based Project based	The topic for English subject is on Christmas	"What is Christmas to Christians (*explain*)?"	2: Understand
			"Why are the Christmas colors green and red (*explain*)?"	2: Understand
			"Why do we use Christmas tree (*explain*)?"	2: Understand
7.	Inquiry based Project based	The topicwas on humanities still related to writing project	"Who was responsible for 'what'?"	2: Understand
			"What should I have been done?"	2: Understand
			"How much money the stall make?"	2: Understand
			"What is your highlight (*analyze*)? "What is your lowlight (*analyze*)?	4: Analyze
			"What are the challenges faced and how were they fixed (*solve*)?"	6: Create
8.	Inquiry based; Problem based	"If you were forced to spend the rest of your life in a library, museum or a zoo, which would you choose and why?"	"You need to *explain* how to do that	2: Understand
			"Finish the persuasion and start with the imagination." (*illustrate*) "Nice imagination, what does that mean?"	3: Apply

As can be seen from Table 1, in implementing critical thinking (CT), the teachers mainly used three kinds of learning strategies: (1) Inquiry based learning, (2) Problem based learning, and (3) project based learning. From the results of the classroom observations, it indicated that the teacher questioning strategies flowed from low to higher order of critical thinking, as shown in Table 1. From the students' perspective, the teacher's way challenged the students' creativity and bravery in trying to answer the questions. Practically, the class activity frequently began from inquiry based learning, which was followed by project based learning or problem based learning, and reflection.

An example of how the teacher guided the students' CT was taken from instructional context 1, which involved grade 5 in learning Geography. The topic was about population. The activity began with the teacher raising the issue on population growth in the world. A preliminary question given by the teacher: '*What do you think about the rapid growth on world's population?*' To follow up this question, the teacher instructed the students to select whether they Agree, Strongly Agree, Indecision (symbolized by question mark), Disagree, Strongly Disagree with the following statements:

1. Because our population will soon be at seven billion people and continues to grow need to expand land area available for living and growing food by cutting down the rain forest.
2. Without reducing rapid population growth, it will be impossible to solve the world's global challenges.
3. The Earth can support seven billion people now and will be able to support any number of humans in the future.
4. With human population at seven billion, we must protect endangered species habitats by not developing them for any reason.

5. With seven billion people on the planet, water pollution is inevitable and we should not waste money trying to prevent it.
6. Even though I am only one person in seven billion, I still have a responsibility to keep the Earth healthy: what I do makes a difference.

The teacher modeled the students to answer as a way to take a stand through an issue. Then the teacher explained the procedure for the next activity starting with statements given. After that the students were asked to take a position and expressed their views on six issues mentioned before. It was free for the students to strongly agree, agree, question mark, disagree and strongly agree as their response on a statement selected. The teacher asked how the students distinguished between agree and strongly agree and then the teacher clarified the difference among the option. The teacher reminded the students that before moving to the option they should think carefully about the reason why they were standing on that option. They should be able to explain their statement, and think for themselves which might be different from others.

For the next activity, the teacher asked the students to have debate on those statements with only Agree and Disagree stand. To perform the debate, the students should first prepare poster representing their view, and make strong statement supported by information and pictures to persuade the readers. The students moved quickly to prepare evidences by looking at the map of the world, browsing the internet, discussing with the teacher. When the debate coming, each group presented their views in a very comprehensive way and each member could support each other's opinion.

4.1 Students' Response

The first group: "Because our population will soon be at seven billion people and continues to grow, we need to expand land area available for living and growing food by cutting down the rain forest." The disagreeing students asked that "_if we cut down trees where the animals will live. They stated that it will result in global warming._"

4.1.1 Problem based learning analysis: Students' CT

The first group disagreed if people had to cut down the trees for growing food. They explained their disagreement by showing the negative impacts on cutting down the trees by saying "_if we cut down trees where the animals will live._ They also added "_it will result in global warming._" They disagreed with solving a problem by creating the new ones, i.e. the life of animal and global warming. They even answered the question with a question indicating that they asked the audience to also think about that (CT: level 4: Analyzing). Such question seemed to be simple but it was hard to answer because it required elaboration with more practical actions and examples (CT: level 6: Creating). Global warming was also another crucial issue which was not easy to solve. Yet, the teacher seemed not to explore the students' opinions to find better solution in that case.

The second group: "Without reducing rapid population growth, it will be impossible to solve the world's global challenges." The disagreeing students argued that "_it was hard to get more resources today,_"but those disagreeing also stated the positive side of having more people. They said that "_with more people we can make more experts to help save the world quality._" The teacher responded with short appraisal "Ok-good-well done-yups" in each group presentation.

4.1.2 Problem based learning: Students' CT

The second group was able to observe the negative and positive effect of having more people. In one side they were aware of the difficulties to find more resources to help people survive, but they also believed that by having more people there would be more experts who could help solve the problem (CT: level 4: Analyze). This indicates that they did not only express disagreement but they also saw a possible chance for empowering the people to become problem solver.

The third group: "The Earth can support seven billion people now and will be able to support any number of humans in the future." The agreeing students showed their attitude of positive thinking by stating that "_students should work hard so that we can make underground city not worrying about the limited land._" The teacher also appreciated this unique idea.

4.1.3 Problem based learning: Students' CT

The third group demonstrated their thought by not worrying about the current number of people in the world as they could plan to build underground city (CT: Creating), an idea which seemed unrealistic, but they believed it could come true if they worked very hard. To have underground city is an amazing imagination. A brave speculation by the student might invite people to think critically about its feasibility. Their thought also did not show their anxiety of the limited land to live instead they expressed their respect to other to live without limiting the number of people living in the world.

The fourth group: "With human population at seven billion, we must protect endangered species habitats by not developing them for any reason." The disagreeing students believed that *"we would die slowly, too while those in agreeing part stated that we need fresh air and food from trees because we still have enough space."* Although the ideas shared were not closely linked to the statement discussed, the teacher gave positive encouragement.

4.1.4   Problem based learning: Students' CT

The fourth group implied that there was no reason for people to control the development of endangered species, let them survive by nature and there was nothing to worry about the land for them to live because people will die, and their places could be used by those species to live. Other argued that controlling the number of species was important to maintain the continuity of natural resources, such as water and fresh air. (CT: Analyzing)

The last group: "With seven billion people on the planet, water pollution is inevitable and we should not waste money trying to prevent it.' The disagreeing students stated that *"we need clean water to survive."*

4.1.5   Problem based learning: Students' CT

The last group argued that water pollution would create a problem for storage of fresh water. The cost for solving water pollution will be much higher than prevention action. (CT Analyzing)

At this stage the role of teacher eliciting questions functions as effective starting point to lead students to the topic of discussion. A warming up activity is commonly used by many teachers to open the class, then, it seems like a routine and standard step to go. However, the teacher made it different by trying to build a relevant bridge to help students understand more to the topic, and directed them to have holistic way of viewing the issue. It was seen from the teacher's contextual question on world's situation in twenty years later. Even, it still invited imaginative ideas from the students, but not many.

The second activity on taking stand is challenging for students' as they must be able to think and explain critically why they were on that position. The given statement are very real and those help students to approach the statement in concrete way, even, it is hard for them. However, the teacher can direct students to catch the idea easily by giving follow up question. Strongly disagree group on statement no 1 states that *'cutting the rain forest can reduce the oxygen'*. Something interesting from this activity is that the students are free to choose the stand for different statement not only stay at the same stand for all issues. It helps the students to think critically about what they believe and how they should responsible to what they take. This reflects the benefit of implementing problem based learning to challenge students' thought.

The debate activity challenges the students' capability to represent their views using all resources to convince others. The teacher want the students present the views with details and reasonable information, relevant posters and pictures. The debate is done from both AGREE and DISAGREE stand. The debate runs with teacher T1 mediation to remind students to respect others' opinion and to invite other students to share ideas. During the debate, T1 applied some aspects of Socratic questioning such responding to all answers with a further question, stimulating students through the given questions to pursue those connections and recognizing that all thought involves the application of concepts.

5   CONCLUSION

The critical thinking based instruction in Australian primary schools is characterized by the use of inquiry based learning, project-based learning, problem-based learning, Socratic questioning, within integrated learning method. Almost all of the instructional contexts make use of inquiry based learning which mainly characterizing critical thinking-based instruction. The implementation of inquiry based learning is frequently followed by the use of Bloom's questioning level in teacher and student interaction. The questioning strategies are meant to guide students' understanding on the topic discussed.

To see the progress of learning, student's assessment is also a particular concern which is applied through both self and/or peer assessment. The self assessment and peer assessment are used in both problem based and project based learning. The whole instructional contexts do not stand alone as there is integrated learning between the subject and study skills.

It was also found that the teacher's role in the classroom is just facilitating learning, the students use most of the class time to work.

The examples of teaching strategies found in Australian context can be used as useful reference for teaching English in Indonesian context by following up more critical and practical questions. So that students does not only provide low level answer, but are also able to think critically how to solve the issue. More learning facilities should be given for students to achieve more critical and comprehensive learning product.

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THE USE OF YOUTUBE VIDEOS WITH RETELLING TECHNIQUETO IMPROVE SPEAKING AND WRITING ACHIEVEMENTS

Nike Angraini
nikeangraini210191@gmail.com

Margaretha Dinar Sitinjak
magiedinar@yahoo.com

Sriwijaya University
Jalan Srijaya Negara Bukit Besar Palembang

Indawan Syahri
Indawansyahri_ump@yahoo.co.id

Muhammadiyah University
Jalan Jendral Ahmad Yani Plaju

Abstract

The aim of this study was to find out whether or not there was a significant difference between speaking and writing achievements of the tenth grade students of SMAN 10 Palembang who were taught by using YouTube videos and those who were not. The population comprised of 249 tenth graders of SMAN 10 Palembang in the academic year 2014/2015. Forty of them were selected purposively and assigned to be experimental and control groups. Each group consisted of 20 students. This study was conducted in terms of speaking and writing for about two months or 22 meetings. A rubric of Student Oral Language Observation Matrix (SOLOM) and an analytical writing rubric were used to measure the results of students' speaking and writing achievements. The findings revealed that (1) there were significant improvements in speaking and writing achievements where the Sig. value (2-tailed) of speaking and writing achievements were less than 0.05, (2) there were significant improvements in all aspects of speaking and writing achievements where the Sig. value (2-tailed) were less than 0.05, (3) there was a significant difference between experimental and control groups with significant difference of 5.167 on speaking and 7.237 on writing in experimental group), (3) there was also high contribution of the aspects of speaking and writing skills toward the students' speaking achievement by 99.9% and writing achievement by 83.2%. Thus, it could be concluded that YouTube videos could improve the students' speaking and writing achievements.

Keywords: YouTube videos, retelling technique, speaking and writing

1 INTRODUCTION

In recent years, English is getting more and more well-known in the world. It attracts people due to the interest in its tune and structure. However, this language is learnt by a higher number of people with every passing day because of its two importances in this globalization era: (1) a means to communicate; and (2) to create a greater opportunity for a job (Crystal, 2003). Firstly, the importance of English is that it is a means to communicate in the interconnected and interdependent world.

Nowadays, English is called International language and it is also the second language of many countries in the world. Therefore, people realize the importance of this language for communication. When we know English, we can come across and communicate with the citizens of many countries in this globe. Secondly, English also creates a greater opportunity for a job. In this modern world, businesses are targetting at qualities of employees. And knowing English is one of those qualities. Consequently, if we know English and good at it, we will have more chances to get a job. Moreover, with an enough amount of knowledge in English, the possibility of promotion in position is even higher.

Additionally, the importances of English in this globalization era could not be denied. This language helps us express feelings, talk, exchange views, and contact people wherever we live. It means that we are required to be able to communicate in English both the language and how to practice it. This statement is in line with the viewpoint of Chomsky (1965) that the learners are demanded to master the linguistics competence and linguistics performance. Thus, it can be concluded that it is very necessary for us to learn English both the language itself (Linguistic Competence) and how to practice oral and written communication (Linguistic Performance) due to its vital and special roles in modern era especially in educational system in Indonesia.

In Indonesia, based on the 1994 English curriculum, English has been taught as a compulsory subject from the first year of junior high school (SMP) until university level. Nowadays, according to 2013 curriculum, English is still taught as a compulsory subject from the first grade of junior high school (SMP) until university level. In order to reach the success of English teaching, the four language skills (listening, speaking, reading, and writing) must be taught integratedly. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991). Actually, the four English language skills are divided into two categories such as receptive skills and productive skills (Harmer, 2001). Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills. Speaking and writing are two of the four skills. The students start learning to communicate through spoken and written form as they begin to interact with others at school level. Speaking and writing skills are more complicated than those other language skills.

Speaking competence plays prominent roles in learning and understanding the language. The aim of teaching and learning English at schools is to bring along the student to a better understanding and ability of the language. English is one of the tested subjects from the six important subjects required in national examination at senior high school (Kemendikbud, 2013, p. 96). At this point, the students, however, are necessarily required to achieve a certain score in order that they can pass the passing grade. Not only the grammatical aspect is prominent, but also the communicative one. This can be vividly seen in the English curriculum in which the instructional materials must be based on the communicative skill that should meet the students' needs.

This is in line with Depdiknas RI [Departemen Pendidikan Nasional Republik Indonesia] (2006) which states that the general standard objectives of English language teaching at Senior High Schools in Indonesia are determined as follows: (1) Developing communicative competence both in oral and in writing in order to pursue the level of informational literacy; (2) Raising awareness of the nature of English as a foreign language in order to compete with other countries in the global community; and (3) Developing students' comprehension about the relation between language and culture.

In addition, the focus of English language teaching in Senior High School based on 2013 curriculum is as follows; firstly, discourse ability is students' competence to understand and produce oral and written texts in relation to four language skills (listening, speaking, reading, and writing), secondly, students' competence to comprehend and produce various short functional and monolog texts, and essay texts such as procedure, descriptive, narrative, report, hortatory, explanation, discussion, and review (Kemendikbud, 2013).

English is not only prominent to be taught in senior high school but also in university level in which the students are demanded to actively participate in teaching and learning environment. Therefore, it can be inferred that it is very important to improve the students' fluency and accuracy of English communicative competence in relation to the recent English curriculum objectives in which the teaching of speaking skill then has become increasingly vital in the English as a foreign language context.

English speaking ability is very important for people to interact anywhere, anytime and everyday. That is why the teaching of speaking skill has become increasingly crucial in the English not only as foreign language (EFL) but also as second Language (ESL). In line with that, Brown (2004, p. 140) defines speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the realibility and validity of an oral production test. Similary, Egan (1999) reveals that speaking is at the heart of second language learning; it is arguably the most important skill for business and government personnel working in the field, yet it appears particulary vulnerable to attrition (p. 277). On the other hand, speaking is one way to communicate which ideas and though a message orally (Efrizal, 2012, p. 127). To enable students to communicate, we need to apply the language in real communication.

Apart from that, writing skill is also necessary to teach for learners due to the importance of this skill for academic purposes. Writing competency is an important aspect of academic performance as well as subsequent work-related performance. In line with that, Writing could be defined in a variety of ways. For instance, it could be defined as a complex cognitive process and examine instruction that is designed to enable writers to communicate their ideas effectively and perform well in academic goals. That is why writing opportunities that are developmentally appropriate should be provided to every student, from the earliest years through elementary school and into college (National Commission on Writing in American Schools and Colleges, 2003, p. 5). In this case, learners consequently start learning to communicate through written form as they begin to interact with others at school level. Furthermore, writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002).

In addition, National Commission on Writing in America's Schools and Colleges (2003) asserts that writing extends far beyond mastering grammar and punctuation, writing is best understood as a complex intellectual activity that requires students to stretch their minds, sharpen their analytical capabilities and make valid and accurate distinctions (p. 13). The EFL teachers include writing skills in the syllabus because this is an essential element for students' academic success. In addition, (Kellogg, 2008) notes that writing helps to i) reinforce the grammatical structure, ii) enhance the students' vocabulary, iii) and assist other language skills such as reading, listening and speaking. Hence, it can be inferred that it is very necessary to have writing competence, because it builds confindence, which readily turns into creativity and fun, precisely what is most frequently absent from policy discussion about today's school.

However, the ability to speak and write of EFL learners especially in Indonesia is still problematic. According to Education First (2013, p. 6), English proficiency of Indonesia is 25 out of 60. It means that Indonesia is still in the moderate level. Apart from that, Juhana (2012), found that 55% students in her study lack of vocabulary, 29% lack of understanding of grammatical pattern, and 16% had incorrect pronunciation. This can be considered that they had obstacles to speak or to express their ideas in English. This has led to the teachers' dominance in the class (p. 69). Similarly, Adhikari (2010) found that EfL learners are not as communicative and expressive in English as the courses expect them to be. They are poor at spoken English despite the efforts expended on getting mastery over this skill. The students specializing in English spend more than fifteen years learning. It can be implied that on one hand, most of the students in Indonesia still come across with some problems in speaking English particularly on their personality and motivation, on the other hand, it happens due to English is not spoken in Indonesian community and besides the students are not fully and actively exposed in English in the classroom.

Another problem was also found in terms of writing skill. National Commission on Writing in America's Schools and Colleges (2003) finds that writing is a lack of a comprehensive policy on writing, not enough time devoted to writing, inadequate assessment of writing, and not enough professional development. Additionally, according to Times Higher Education (2014), Indonesian universities are not included as Top 100 Asia University which publish research-based paper internationally. This means universities in Indonesia have not been able yet to achieve the standar scores in the global rankings. Apart from that, Javid and Umer (2014, p. 171) in their study reported that the students studying in junior and senior high schools ranked vocabulary as the most difficult aspect of writing with the highest mean values of 3.8519 and 3.8256 for male and female.

In addition, the problem found in SMAN 10 Palembang based on the studies conducted by Cahyono (2006) and Koniaturrohmah (2011). They found that students' writing achievements were still low with the mean scores 13.65 and 15.45. And, based on the information given by the English teacher in SMAN 10 Palembang, in terms of speaking, it is said that most of the students tended to be shy and afraid to speak English, and to use combination of English and Indonesian. Besides, in terms of writing, it is said that the students were reluctant to write when they were given an assignment. From the above-revealed explanation, it could be stated that the students mostly still have problems in speaking and writing skills.

To learn speaking and writing English, various ways have been used as the method of teaching and learning English to make the students understand easily the English subject starting from the traditional way by using traditional tools (book, chalks, blackboard or whiteboard) into the newer and modern method by using the modern tools such as realia, real object, pictures, music, etc.

One of the recommended strategies that can be used in teaching speaking and writing skills is using YouTube videos. Since, Indonesian government launched the newest curiculum called 2013 curriculum, the teachers are required to integrate ICT into the EFL teaching and learning process. Khalid and Muhammad (2012, p. 526) assert that YouTube is one of the online materials that can be embedded in traditional classroom situations. Currently, YouTube has become more popular, especially among adults. This website provides learners with authentic situations and with everyday clips that help them to get better understanding of their lessons. Apart from that, Berk (2009) suggests that the use of video embedded in multimedia presentations to improve learning in higher education classes and it also has a strong effect on the mind and senses (p. 2). Additionally, Greenberg and Zanetis (2012, p. 19) report that video technologies such as YouTube video can enhance students' cognitive and academic performance. In line with that, Khalid and Muhammad (2012) claim that Youtube video in the classroom has been effective in improving students' understanding to the authentic materials. In their study, they found that the mean score of experimental group's posttest was 14. 100 compare to the mean score of pretest was 9.2000.

Thus, this study was aimed at investigating the use of YouTube videos to improve tenth grade students' speaking and writing achievements.

2   METHODOLOGY

2.1   Research Design

In this study, the quasi-experimental design was used and would be primarily concerned onthe *nonequivalent groups pretest-posttest-control group design or comparison group design*.There were two groups in this study; the experimental and control groups.Both groups were administered pretest and posttest, yet only the experimental group was given treatment using YouTube video with retelling technique for 22 meetings in which each meeting lasted for 90 minutes.

2.2   The Teaching Procedure

The researcher adopted the teaching procedure from three stages of activities in teaching by using YouTube video proposed by Stempleski (2002, pp. 366-367) and modified the teaching procedure as needed for this present study.The procedures are described as follows:

2.3   Previewing activities

1. The researcher introduced general topic of YouTube videos and let the students generate all the vocabulary and other information they know about the topic.
2. The researcher wrote the title of YouTube videos on the whiteboard and asked students to predict the content from it. Students must discuss with their partner about the content of the YouTube videos.

2.4   Viewing activities

1. The researcherplayed a video for the 1ˢᵗ time and asked the students to watch the video which was downloaded from YouTube. The students only watched attentively.

2. The researcherplayed a video for the 2nd time and asked the students to watch the video while taking note some phrases or sentences from it.
3. The researcher played a video for the 3rd time, and she selected a fragment of the video and let the students watch it and listen for a minute. Then the researcher made a pause and students should predict what would happen next.
4. The teacher asked some questions to the students related to the video to measure the comprehension of the materials.

2.5 Postviewing activities

1. The researcher asked each student in the groups to retell what the video is about.
2. The researcher explained to the students how to write descriptive text (for example: tenses and text organization).
3. The teacher asked the students to write descriptive text consist of 150-250 words.
4. The students drafted their writing.
5. The students gave their draft to the members in a group to be corrected (peer editing).
6. The students revised their composition.

2.6 Population and Sample

The population comprised of 249 tenth graders of SMAN 10 Palembang in the academic year 2014/2015. 40 students were selected as the sample purposively and assigned to be experimental and control groups equally. Each group consisted of 20 students. The students involved in this study were taught by the same English teacher and were not having English course.

2.7 Data Collection

In collecting the data, the researcher used test with speaking and writing topics in the form of a monologue. The tests were administered to all students in experimental and control groups before and after treatment. For speaking test, the students were asked to retell the event by using their own words and write the event they spoke in writing test.

2.8 Validity and Reliability

Pertaining to pursuing a high degree of content validity, the researcher utilized tests in relation to measure the students' speaking and writing achievements. In order to know whether the topic of speaking and writing tests given were valid, the researcher formulated the topic for speaking and writing tests by considering the 2013 curriculum and English book that were used by the school concerned.

In order to figure out the reliability of the test, the researcher used inter-rater reliability. The results showed that there was significant correlation between two raters' judgments for both speaking and writing tests. This means that two raters' judgments for writing and speaking tests were reliable.

2.9 Data Analyses

The researcher used paired sample t-test to know whether there were significant improvements on students' speaking and writing achievements as well as its aspects before and after intervention. Independent sample t-test was used to see whether or not there was a significant difference between the two groups. To see the contribution of each aspect of speaking and writing skills to speaking (total) and writing (total), stepwise regression analysis was also done after getting the variables which correlated significantly. In addition, to interpret the students' individual score, the range of speaking skill used is as follows: excellent (21-25), good (16-20), average (11-15), poor (6-10), and very poor (<6). Meanwhile, the range of writing skill used is as follows: excellent (25-30), good (19-24), average (13-18), poor (7-12), and very poor (<7.). The computation was conducted by using SPSS.

3   FINDINGS AND DISCUSSION

3.1   Descriptive Statistics

In Table 1, the results showed there were significant differences in students' Speaking Achievement (SA) and Writing Achievement (WA) inthe experimental and control groups. In the experimental group, the SA results showed that there were 4 students (25%) in excellent category with the mean score 22.87, 11 students (55%) were in good category with the mean score 17.45, and 5 students (20%) were in average category with the mean score 13.60. Based on the score category, it could be concluded that the students' speaking achievement of the experimental group was in good category. For the writing achievement, the results showed that there were 5 students (25%) in excellent category with the mean score 25.40, 12 students (60%) were in good category with the mean score 21.37, and 3 students (15%) were in average category with the mean score 16.33. Based on the score category, it could be concluded that the students' writing achievement of the experimental group was in good category.

On the other hand, for the control group, the SA results showed that there were 4 students (20%) in good category with the mean score 16.50, 10 students (50%) were in average category with the mean score 13.00, and 6 students (30%) were in poor category with the mean score 9.000. Hence, it could be concluded that the students' speaking achievement of the control group was in average category. For WA results, there were 3 students (15%) in good category with the mean score 19.16, 13 students (65%) were in average category with the mean score 15.03, and 4 students (20%) were in poor category with the mean score 11.75. From the results, it could be stated that the students' writing achievement of the control group was in average category.

Table 1 The Results of Speaking Achievement (SA) and Writing Achievement (WA) in Experimental and Control Groups.

Variable	Level of Achievement	Experimental Group			Control Group		
		Mean Score	SD	Frequency and Percentage (%)	Mean Score	SD	Frequency and Percentage (%)
SA	Excellent	22.87	0.478	4 (25%)	-	-	-
	Good	17.45	1.105	11 (55%)	16.50	0.707	4 (20%)
	Average	13.60	0.821	5 (20%)	13.00	1.178	10 (50%)
	Poor	-	-	-	9.000	1.048	6 (30%)
	Very Poor	-	-	-	-	-	-
Total		**17.97**		**20 (100%)**	**12.83**		**20 (100%)**

Variable	Level of Achievement	Experimental Group			Control Group		
		Mean Score	SD	Frequency and Percentage (%)	Mean Score	SD	Frequency and Percentage (%)
WA	Excellent	25.40	0.547	5 (25%)	-	-	-
	Good	21.37	1.733	12 (60%)	19.16	0.557	3 (15%)
	Average	16.33	2.020	3 (15%)	15.03	1.613	13 (65%)
	Poor	-	-	-	11.75	0.500	4 (20%)
	Very Poor	-	-	-	-	-	-
Total		**21.03**		**20 (100%)**	**15.31**		**20 (100%)**

3.2   The Results of Paired Sample and Independent Sample t-test

Before analyzing the data, the researcher measured the normality and homogeneity of the tests. The researcher utilized Kolmogorov-Smirnov and Levene's tests to obtain the normality and homogeneity. The results showed that all the p-values of the normality and homogeneity tests exceeded 0.05, it can be concluded that all the data of speaking and writing tests were both normal and homogeneous.

Table 2 presents the results of speaking and writing achievements before and after intervention. It could be seen that after intervention the speaking achievement and its five aspects were significantly improved in the experimental group. The mean difference of speaking between the pretest and posttest within the experimental group was 3.700 and the significance level of students' speaking achievement was .000 which was lower than 0.05. For each speaking aspect, the highest improvement is in vocabulary with mean difference 1.02 followed by comprehension (1.00), pronunciation (0.77), grammar (0.52), and fluency (0.40) (see Table 2). Meanwhile, there were also improvements in speaking achievement and its five aspects in control group. The mean difference of speaking between the pretest and posttest within the control group was 1.800. For each speaking aspect was as follows: vocabulary (0.62), fluency (0.32), pronunciation (0.32), comprehension (0.30), and grammar (0.22).

On the other note, there were also significant improvements in writing achievement and its five aspects. The mean difference of writing between the pretest and posttest within the experimental group was 7.050 and the significance level of students' writing achievement was .000 which was lower than 0.05. For each writing aspect, the highest improvement is in vocabulary with mean difference 1.48 followed by mechanics (1.47), grammar (1.45), fluency (1.42), and organization (1.22) (see Table 2). Meanwhile, there were also improvements in writing achievement and its five aspects in control group. The mean difference of writing between pretest and posttest within the control group was 3.100. For each writing aspect was as follows: mechanics (0.75), vocabulary (0.70), grammar (0.67), organization (0.52), and fluency (0.45).

In addition, there was a significant difference between the experimental group and control groups in terms of speaking and writing posttest results with t value 5.075 and 6.700. All aspects of speaking and writing also showed a significant difference between the experimental and control groups with probability value .000. Thus, the students' speaking and writing achievements improved significantly after being taught by using YouTube videos. (See Table 2)

Table 2Results of Paired and Independent Samples t-test of Speaking and Writing Achievements (Total and the Aspects)

SA: Speaking Achievement, WA: Writing Achievement, Cont   : Control, Exp: Experimental

NO	Variables	Pretest		Posttest		Mean difference pre and posttest Exp within	Mean difference pre and posttest Cont within	T-value posttest between Exp and Cont	T value of Gain between Exp & Cont	The value of Sig.2-tailed Exp within	The value of Sig.2-tailed Cont within	The value of Sig.2-tailed between Exp and Cont
		Mean Exp	Mean Cont	Mean Exp	Mean Cont							
1.	SA (total)	13.87	10.70	17.57	12.50	3.700	1.800	5.075	5.167	.000	.000	.000
	Comprehension	2.62	2.22	3.62	2.52	1.00	0.30	1.100	5.332	.000	.014	.000
	Fluency	3.05	2.15	3.45	2.47	0.40	0.32	0.975	4.339	.000	.012	.000
	Vocabulary	2.87	2.27	3.90	2.90	1.02	0.62	1.000	4.194	.000	.000	.000
	Pronunciation	2.75	2.12	3.52	2.45	0.77	0.32	1.075	4.784	.000	.015	.000
	Grammar	2.57	1.92	3.10	2.15	0.52	0.22	0.950	4.580	.000	.046	.000
2.	WA (total)	14.65	11.90	21.70	15.00	7.050	3.100	6.700	7.237	.000	.000	.000
	Grammar	2.47	2.05	3.92	2.72	1.45	0.67	1.200	5.781	.000	.000	.000
	Vocabulary	3.34	2.75	4.82	3.45	1.48	0.70	1.375	5.248	.000	.000	.000
	Mechanics	3.10	2.35	4.57	3.10	1.47	0.75	1.475	7.567	.000	.000	.000
	Organization	3.05	2.52	4.27	3.05	1.22	0.52	1.225	5.846	.000	.000	.000
	Fluency	2.67	2.22	4.10	2.67	1.42	0.45	1.425	6.221	.000	.009	.000

3.3 The Results of Stepwise Regression Analyses

On the basis of the correlation results showing that there were significant correlations between each aspect of speaking and writingskills and speaking and writing (total), stepwise regression was applied to analyze the contribution of each aspect of speaking and writing to the speaking $_{(total)}$ and writing $_{(total)}$. The results showed that fluency (87.3%) and grammar (8%) gave the highest contribution to speaking achievement. The least contribution were from pronunciation (2.6%), comprehension (1.2%), and vocabulary (0.9%). Meanwhile the highest contribution among writing aspects is vocabulary (83.2%) and grammar (12.2%). The least contribution were from fluency (2%), organization (1.6%), and mechanic (1%). Since all the probability values were less that 0.05, it can be concluded that all aspects of speaking and writing gave significant contribution to speaking $_{(total)}$ and writing $_{(total)}$.

4 DISCUSSION

In accordance with the above findings, some interpretation could be drawn that teaching by using YouTube videos can improve the students' achievement both speaking and writing significantly. There were some reasons why YouTube videos could improve the students' speaking and writing achievements. The following is the interpretation in detail.

First, it might be caused by some activities in teaching by using YouTube videos such as previewing, viewing, and postviewing activities which requires the students to watch the videos by tapping their background knowledge, to respond to the videos or to practice some particular language point, and to stimulate their interest in the topic. In addition, after watching the videos, the students could discuss and share their ideas to one another in a group, and finally told and wrote descriptive paragraph based on the videos that they had watched. This is also supported by Lialikhova's finding (2014, p. 104) that the use of different pre-, while- and post-viewing activities can facilitate pupils' understanding of the video.

The second reason why YouTube videos could improve students' speaking achievement was because the content of videos which exposed to real-life that can attract students' attention and make the teaching and learning process more alive. This statement is strengthened by Flynn(1998, p. 67) that video brings language in the context of life in realistic settings to theclassroom. This is also supported byErben, Ban, and Castañeda(2009) that using videos in teaching speaking createsthe teaching learning process more living than before (p.86). Hence, YouTube videos are an effective way to make learning environment more condusive.

The other reasons why YouTube videos could improve students' speaking achievement might be caused by its implementation, the students seemed excited and enthusiatic to watch the videos. They were also given the chance to retell some events in the videos. It also implied that using videos could stimulate students to speak English. This statement is strengthened by McDrury and Alterio (2002) that retelling is a uniquely human experience that enable us to convey, through the language of words, aspects of ourselves and others, and the real world or imagined, that we imagined inhabit (p. 31). Since they worked collaboratively in groups, students could freely share their ideas each other. The collaboration among students in one group could be a good way for those who were not confident to speak. In this case, the students were treated to use English to interact with others but they could ask some help and suggestions from others, including from researcher, whenever they found some problems in expressing something.

Furthermore, in terms of speaking achievement, experimental group students made the highest improvement in vocabulary. It was because the students enriched their vocabulary during treatment by watching many kinds of YouTube videos. By doing so, they got new vocabularies as it was found in a study conducted by Ismaili (2013). However, there was one aspect, fluency, which showed the least significant improvement in experimental group. Probably, when the researcher asked the students about the video some of them were not ready to tell the event. They just focused on the fixed vocabulary which made them difficult to speak.

Apart from that, the students in the experimental group also showed improvement in terms of writing achievement. First, the researcher assumed that this was due to the post-viewing phase. In this activity, after watching the videos, the students were assigned to write a descriptive paragraph. Before

asking the students to write a descriptive paragraph, the researcher taught them about generic structure of the text. So, they have knowledge what to write. Second, researcher assumed that after watching videos, the students have more concentration to write. This statement is strengthened by Peacock (1997, p. 153) that authentic materials increased learners' concentration and involvement in the learning activities more effectively than artificial materials. It is also supported by McNulty and Lazarevic (2012) that the most prominent feature of the use of video-based activities is that they contribute to the overall learning motivation (p. 49). Hence, the videos are one of authentic materials which contain information about resorts, special trips, hotels, restaurants, and so forth. Itconsisted of pictures of places and a brief description of each place. Accordingly, the students could write and describe the places, things, and people based on the videos that they have watched.

Third, the reason why YouTube videos could improve students' writing achievement was because peer editing was used by the students to check or examine their friends' work. Peer editing was adopted during the implementation of YouTube videos. This activity turned out to be very effective for prompting students and dispelling their boredom resulting from the traditional instruction routine. This is relevant to the results of such studies as Stemper (2002) and Hopkins' (2002) that peer editing improved academic writing.

The other reason why YouTube videos could improve students' writing achievement was caused by the visual clues in the videos. This is in line with a study conducted by Mejia (2008) who reveals that video can provide content and to teach specific feature of authentic language. This means that the students have clues what to write. Besides, they were highly motivated to describe some events that happened in the videos. Additionally, using videos could help the students learn speaking and writing effectively, because videos contain both sounds and eye catching visual aids.

Furthermore, in terms of writing achievement, experimental group students made the highest improvement in vocabulary. It happened because the researcher asked the students to generate all vocabularies before viewing the videos. By doing so, they could write well. In addition, in relation to the results of speakingachievements of experimental group by using the Stepwise Regression Analysis, it was found that fluency gave highest contribution to the students' speaking achievements. As stated before, this might be caused by three activities by using YouTube videos such as pre-, while-, and post-viewing activities which required the students to be more actively participate in the teaching and learning process. In pre-viewing activity, the researcher wrote the general topic of the videos on the whiteboard and let the students generate all vocabularies and information they knew and then predicted the content from it. They also discussed the content of the videos with their friends. Meanwhile, in the viewing activity, the students dealt mostly with the factual information, plot development, and the language used in a particular situation. After they watched the videos, they were asked to retell the events by using their own words. Since the students were given variety of YouTube videos during treatment, they widened their knowledge and enriched their inspiration which makes the students more fluent in retelling the event. In addition, in the post-viewing activity, the students were asked to review what they have learnt in teaching and learning environment. It is therefore reasonable that fluency gave highest contribution to speaking achievement. This is supported by Massi and Blazquez (2012); Harrison (2009); and Roell (2010) that lessons with video should be supplied with pre-, while- and post-viewing activities in order to make them more effective. Meanwhile, grammar and pronunciation also gave contribution to the students' speaking achievement even the scores were not as high as fluency, but the value still existed although it was small. This might happen because during the treatment the students did not really focus on their grammar and pronunciation when they spoke. The least contribution were from comprehension and vocabulary. This was because the student did not comprehend what they had watched in the videos and they just attempted to finish their speaking task without primarily concerning on their vocabulary.

On the other note, it was found that vocabulary gave highest contribution to the students' writing achievement. This might be caused by the language features in the videos in which the students learnt new vocabularies to help them to write. In addition, the students did not only hear the language but also they could recognize it. This statement is strengthened by Harmer (2001, p. 284) that by using video in the learning environment the students can see language-in-use. They knew the general meaning and moods that were conveyed through expressions, gesture, and other visual clues. Besides, grammar, organization, mechanics, and fluency also gave contribution to the students' writing achievement even the scores were not as high as vocabulary, but the value still existed

although it was small. This happened because during the treatment the students gave less attention on the use of grammar when they wrote. In addition, This was also caused by the scarcity of exposure of writing activity in the learning environment. They also probably tended to be given exercises by their English teacher in form of multiple questions or essay questions which require a very short answer. As the result, they did not know on how to write well. These statements are relevant to what Do (2009) reveals that the best way to improve writing skill is through practice it regularly and do some revision even only one paragraph a day.

Eventually, it stands to the point that there were significant improvements on the students' speaking and writing achievements after doing a treatment.

5   CONCLUSIONS AND SUGGESTIONS

The description and analyses of the data given are used for drawing conclusion and suggestions,following are several conclusion and suggestions to be considered.First, it could be concluded that YouTube videos significantly improved the students' speaking and writing achievements. It was found out that the students in experimental group got higher speaking and writing achievements than those in control group after being taught by using YouTube videos. Moreover, In terms of aspects of speaking and writing skills, there were also significant improvements in five aspects of speaking and writing. Second, there was significantdifference in speaking achievement and writing achievement between the students who were taught by using YouTube videos and those who were not.Third, stepwise regression analyses revealed that fluency highly contributed to the students' speaking performance. Meanwhile, it was vocabulary that gave the highest contribution to writing achievement (total).Hence, it could be concluded that the use of YouTube videos significantly improved the students' speaking and writing achievements.

In conjunction with theconclusions above, some suggestions are recommended to develop the teaching and learning activities in the EFL classroom.First, the learners should be given more exposure in relation to the English speaking activity for instance using YouTube videos in the classroom especially documentary videos which exposed the learners to real language in thekind of contexts where it naturally occurs and relate more closely to learners'needs and hence provide a link between theclassroom and learners' needs in the real world.Second, the school teacher should be able to select appropriate and effective instructional technique and instructional material as well as media to support teaching and learning activities in the classroom.Third, both the school teacher and learners should be well-equipped with facilities for instance library which can support them to search for the information needed. In addition, the school must send the teachers to participate in the workshop, seminar, and training in order to upgrade their professional development.

Eventually, it is better for other researchers to do similar study in relation to the use of YouTube videos to develop other language skills.

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THE ENGLISH TRAINING FOR YOUTH WITH PROBLEM-BASED LEARNING MODEL

I Nyoman Rajin Aryana, S.Pd. M.Hum
misternyoman@yahoo.com

I Made Rai Jaya Widanta, SS., M.Hum.
rai_widanta@yahoo.com

Politeknik Negeri Bali

Abstract

This article is entitled English training for youth with Problem-Based learning model. The participants involved in this study were 13 youth from two villages, Desa Adat adang Luwih and Desa Belantih. The training was divided into two different subjects, English for Tourism given for participants in Dalung village and English for Agriculture was given for participants from Belantih village. The trainings were undertaken for about three months. Upon the trainings, there were some outputs obtained, such as learning modules for both groups of learner, SOP for carrying out problem-based learning and handy books for both groups. Achievement of participants were also measured three times, namely T1 (prior training test), T2 (during-the- training test), and T3 (upon-the-training test). Clearly, all participants could successfully obtain good mark.

Key words: English learning, problem-based learning model, youth

1 INTRODUCTION

Padang Luwih Village in North Kuta – Badung and Belantih Village in Kintamani – Bangli are the villages which have special potential to support the development of tourism in Bali. Padang Luwih village has a strategic location in North Kuta. Situated in the tourism area, this village becomes a supporter of tourism activities in Kuta, Badung. The economic development of this village grows very well and it switches from an agricultural field to the business and services field. The societies do many things related to the business and services to support the tourism activities, such as furniture business, villas, lodging house, foodstall, minimarket, restaurant, cars rental, and travel services. In addition, the existence of several tourism vocational schools and also tourism colleges strongly support the growth of tourism in North Kuta because tourism field needs so many graduate students of those schools. They will be employed in in the hotels, restaurants, travel agencies, or tourists' house.

Belantih village, on the other hand, has a good atmosphere which support the potential of tourism development in that village. It is located on the main road of Badung - Kintamani and has attracted the attention of tourists and investors. The tourists who love nature, especially mountains, often come to this area in order to enjoy the views and breathe the fresh air. In addition, the agricultural products of this village are one of the commodities which can fulfill the needs of the tourism industry over the years. The agricultural products are like coffee and orange. Kintamani's coffee has been popular and even gone international. This coffee could be marked as one of the best coffee for the coffee addicts. As well as the coffee, the orange also got a good welcome from the tourists. Kintamani's orange has become a mainstay product for Belantih village because of its quality. Both coffee and orange are also exported to other countries. Another special thing about this village is the tradition and the culture which is so unique. It has been developing and soon will be one of the commodities to suport the tourism in Kintamani, Bangli.

According to the facts stated above, it is necessary to develop the quality of human resources(HR) in those villages so the tourism field will grow better. English training will be a good solution to make the human resources (HR), especially the youth, have a good quality. It can be a first

stepto support the tourism development in the future. By getting English training, the youth could preparethemselves to face theindustry field which will thrive inthese two villages. English training for the youthin Padang Luwih Village and Belantih Village has been started andare being implemented in order to obtain the expected result.

2   LITERATURE REVIEW

English training with problem-based learning (PBL) method is an appropriate solution to be implemented. This learning method relies on the concept of innovative learning. PBL is a learning approach which makes a confrontation for the learners with practical problems, in the form of ill-structured, or open-ended through stimulus in learning activities (Santyasa, 2012:19). He further said that there are some characteristics of this learning method, such as: (1) The learning process is started by having an issues, (2) Ensure that the issues are related to the real learning activities, (3) Organizing the lessons around the issues, not in the surrounding knowledge of disciplines, (4) Giving responsibility for the learners to get experience in their own learning process directly , (5) Using a small group in learning activities, (6) Demanding the learners to demonstrate what they have learned in the form of a product or performance. Jonassen (1999) designed a model of constructivist learning environment which can be applied in contextual learning with problem-based learning approach. The model contains some essential components, they are: (1) questions, case, problem or project, (2) the cases which are related to one another, (3) the source of information, (4) cognitive tools, (5) dynamic model, (6) conversations and collaboration, (7) contextual or social support. The problems in this learning model integrate the components of problem context, representation or simulation problems, and manipulation of problems' scope. The problems given to the learners are packaged in the form of ill-defined. The representation or simulation problems can be created narratively, which refers to contextual, real, and authentic problems. Meanwhile manipulation of problems' scope contains some objects, signs, and tools for the learners to solve the problems.

The cases which are related to one another will help the learners to understand the basic issues implicitly. In the model of constructivist learning environment, those cases support the learning process by two ways; the first is by providing scaffolding to assist learners' memory and second is by by increasing cognition flexibility of the learners. Cognition flexibility represents contents in order to make the learners understand about the clompexity which are related to domain knowledge. Cognition flexibility can be improved by providing opportunities for the learners to express their ideas, which describes their understanding of the issues. Cognition flexibility builds creativity of divergent thought in the process of problem representation.

The sources of information are useful for the learners in investigating the problems. The information is constructed in mental models and hypothesis formula which become the starting point in manipulating problems' scope.

Cognitive tools are scaffolding for the learners to improve their ability in order to accomplish the tasks. Cognitive tools help the learners to present what they know or what they have learned, or to do in thinking about the activity through assignments.

Dynamicmodelingis the knowledgewhich givesthe waysof thinkingto analyze, organize, andprovidea way to expressthe learners' understanding ofa phenomenon. This modeling type helps the learnersto answerthe questions like "What do I know?" and "What does it mean?".

Conversationandcollaborationare done with the discussionin the problem-solving process. The informaldiscussioncan buildan atmosphereof collaboration. On the other hand, social support and contextual support are accommodated by the teachers and the technical staffs. Those are accommodated to succeed the learning implementation. The teachers and also the technical staffs exchange their ideas of solutions which can help problem-solving. The design of constructivist learning environments is supported by modeling, coaching, and scaffolding. Modeling is in the form of behavior which encourages work performance and cognitive modeling is for pushing the cognition process. Modeling is focused on the expert performance as a model. Coaching is used to develop learners' performance which is complex and unclear. Coaching includes the activities of giving motivation, monitoring, regulating the learners' performance, and also encouraging reflection. Scaffolding is the most systematic approach compared to modeling and coaching. It is focused on the

task, learning environment, teachers, and learners. Scaffolding gives temporal support which follows the capacity of learners' ability. Scaffolding covers the determination of the tasks' difficulty level, tasks restructure, and alternative assessment giving.

According toFogarty(1997), there are8 stepsconducted inEnglish learningby applyingproblem-based learningapproach, such as: (1) finding problems, (2) defining problems (3) collectingthe facts, (4) arranging hyphotesis, (5) investigating, (6) enhancingthe problems which have beendefined, (7) summing up the alternatives of solution collaboratively, (8) testing the problems-solving.

(a) Finding Problems

The learners are given ill-defined structured problems which are taken from the daily life context. The problems' statements are expressed with short sentences. Those statements are arranged to inspire the learners so they can remember and explore things by using their inter intelligence and intra-personal intelligence.

(b) Defining Problems

The learners define the problems with their own sentences. They make the definition as preliminary information to gather the facts.

(c) Collectingthe Facts

The learners search some information related to the problems. In this case, they organize the informations by using the terms like "what is known?" and "what is needed?".

(d) Arranging Hyphotesis

In this step, the learners arrange the hyphothesis of the problems by involving logical-mathematical intelligence. The learners also use their interpersonal intelligence to reveal what they think and to create relationships, hyphotesis' answer, and also their logic with logical steps.

(e) Investigating

The learners conduct an investigation of obtained datas and informations. Meanwhile the teachers make learning structure which allows the learners to be able using various ways in order to know and understand their own world.

(f) Enhancingthe Problems which Have beenDefined

The learners revise the statements of problems by reflecting the real illustration they have been understood. They involve verbal-linguistic intelligence to improve the statements of problems by using more appropriate words.

(g) Summing Up the Alternatives of Solution Collaboratively

The learners collaborate with their friends to discuss the datas and informations which are relevant to the problems. The members of each group discuss the problem from various points of view. In this step, the problem-solving process is in the phase of concluding the alternatives of problems-solving which are producted by collaborating. Collaboration becomes a mediator to collect some better alternatives than what have been done individually.

(h) Testing the Problems-solving

Alternative problems' testing is done through comprehensive discussions between the group's members to get the best results of problem-solving. The learners use multiple intelligences to examine alternative of problem-solving by making sketch, writing debate, and creating plot to express their ideas in making problem-solving's alternatives.

PBL learning which is derived from constructivist learning contains non-linear sequence procedure, which means that the learning process has no beginning and no ending (Willis & bWright, 2000). The learning process runs in one cycle and through repeated stages or recursive (Wilson & Cole, 1996). The PBL approach gives chance for the learners to use their multiple intelligences (Fogarty, 1997; Gardner, 1999b). This is a positive stimulus for them to be able to maximize the use of their ability to solve the problems. In the implementation, the teachers arrange some groups consisting of 4-5 people, where each group should collect the facts from the problem, represent the

problems, elaborate the model, perform testing, and present the discussion results in front of the class (Boud & Felleti, 1997). On the other hand, Polya (1981) said that there are four basic steps to implement PBL, such as (1) understanding the problem, (2) arranging the solution plan, (3) practicing the plan solution, and (4) retesting the result obtained. However Dwiyogo (2000) found some steps in the PBL, they are: understanding the problem, presenting the problem, elaborate the model, calculating the result, and summing up the answer.

The assessment in PBL is done authentically. O'Malley and Pierce (1996) defined that authentic assessment is assessment in the classroom that reflects the learning process, learning outcomes, motivation, and attitude towards the relevant learning activities. Assessment can be done with portfolio. It is a systematic collection of learners' works which are analyzed in order to see the learning progress in a certain time to achieve the learning objectives. According to Marzono (1993), the assessment with portfolio can be used for learning assessment which is done collaboratively. Meanwhile, Oliver (2000) said that collaborative assessment in PBL approach is done by self-assessment and peer-assessment. Self-assessment is an assessment of the learner itself towards their efforts and the work result by refering to the goals that they want to achieve in the learning process (Griffin and NIX, 1991).

The assessment process of problem-solvinglearningincludes the assessment ofprocesses and assessment of products. It refers to the stepsof learningwithPBL approach byFogarty(1997), which is coherentwith the authentic assessment's steps ofcontextual learningbyJohnson(2002); Marzonoetal(1993), as well asthe steps ofproblem solvingaccording toPolya(1981) andDwiyogo(2000).

There areseveralitemsof work procedures which become the basis of learning implementation by usingthe modelLearning Center (LC), they are:

(i) The establishment ofgroup study consisted of20peopleineach group.
(j) Prepared the modulesor handbook for students whichwill be usedasa learning standardbefore it is developedaccording to the learners' needs.
(k) The learning process is conductedby the instructorswho are experiencedinapplying the problem-based learning model.
(l) The Learningis doneinthe classroom by using the environmentas a placetoexplorethe problem and find out the solutions.

To realize the study with LC model, an action plan that includes a step-by-step solution should be made. These steps will be used as a guide in applying the study. The steps are mentioned as follows:

(m) Preparing the learning materials (modules, supported devices, and handy book which contain summaries and standard expressions based on their needs in the real life.
(n) Preparing the groups study (a group of teachers and a group of students).
(o) Determining the learning schedule.
(p) Learning training.
(q) Conducting seminars or workshops by inviting the members of both groups.
(r) Making documentation of the training (such as reports, handy book, publications, etc.).
(s) Conducting final evaluation with the participants to revise the lacks of the learning model's implementation
(t) Making SOP learning implementation with PBL model.
(u) Organizing bookkeeping. This step is done by creating a book which reviews and introduces PBL models to be implemented by the teachers. The bookkeeping can be use as a documentation of PBL implementation so this model can always be remembered and studied by everyone both internal and external agencies. The documentation is also expected to be used as reference for developing related learning models. This attempt will be able to realize the sustainability of the learning model.

In the implementation of PBL learning model, the two youth groups (partners) will be very actively involved. Basically, two groups will be always active to assist the researchers in all activities

which have been planned appropriate with the agenda. It is pursued to make those groups understand the procedure, the steps (from the preparation until the last activity), the methods and approaches, the learning processes, etc. The tasks that will be assigned to both groups are:

(v)   Each village will provide group study as planned.

(w)   Both villages will design the location for learning to make the learning atmosphere condusive.

(x)   Both villages work colaboratively with the groups' leader and also the members to provide a coach or an instructor to guide the learning activity according to the schedule.

(y)   Both villages will coordinate with the researchers to make SOP learning with PBL models.

(z)   After the implementation of action plan as reviewed in the previous, there are some results that will be generated. The results are summarized into two parts, micro and macro.

a) On the micro level, learning results with problem-based learning (PBL) model are as follows:
1) The learning training with PBL models for the youth of Padang Luwih Village and Belantih village has been implemented well.
2) The learning by PBL model can be used as one of the featured products to enhance passion promotion of the agencies in order to increase the number of courses students.
3) There are several people of the two villages which understand English and trained well. It will increase their passion for working, share their English knowledge to other members, and also motivate them to develop their English ability.
4) The establishment of learning activities' center in the village which can be used as an embryo to develop similar training activities or other fields.

b) At the macro level, there aresomeresults which will be achievedwiththis model. The result which is wider than the micro level willgive the continuous effect ofsustainabilitytowardsthis learning model,so theinstructorwillalways be able to learn it, while otherscan learn it in the next day. It also might be passed for the next generations.
1) The teaching learning process model generates Standard Operational Procedures which will be usedas a guide for the instructor and also the trained youth.
2) Bookreview is made to review the completeinformationaboutEnglish learning with the teaching learning process model. By having books, the socialization of teaching leaning process models will be spread morewidely inthe community.

3   RESEARCH METHOD

This English training wasdonebyseveralsteps, such as coordinating all the matters withvillage's officials, contacting and gathering the participants, conducting the inaugural meetingand also openingthe program at the same time, determining schedule, conducting the training, and reporting allprogress.

3.1   Coordinating with village's officials

The coordination with the village's officials was done by writing a letter to officials of both villages. Coordination meeting was conducted to inform the villagers that there would be a service program to all people in those villages which involved the youth. The coordination was an initial socialization to the officials. It was done before conducting the coordination to all villagers esecially the youth who were interested in participating the training. In Padang Luwih Village, the coordination was conducted with the leader (bendesa) of Padang Luwih Village, I Gusti Ketut Suparta, S.Pd. Meanwhile, in Belantih village, the coordination was conducted with the headman (perbekel) of Belantih Village, I Nengah Wardana.

3.2   Contacting and gathering the participants

To gather the participants, we should send personal mail to them first, or asked the headman to give direct coordination for the participants. After all the names of participants gathered, the name list was submitted to us in order to create the data and also the attedance list. The next coordination would be done by contacting them directly on their cellphone. In Padang Luwih Village, the coordination with the participants was done by calling them personally and coordinating with the youth's leader of each village. Meanwhile in Belantih Village, we coordinated with the principal of SMKN 1 Kintamani by coming to his office. The participants of this village were the students of of SMKN 1 Kintamani who are originally from Belantih village. It is because the youth who were graduated from high school have been study in the college or work outside of Bangli.

3.3 Conducting the inaugural meetingand openingthe program

The opening program was done by gatheringthe participantsand invitingseveralvillages' officials. In PadangLuwih Village, the opening program was conducted by inviting the participants and the village officials. The particants were consisted of 7 people, and the village officials were the village's leader/bendesa and secretary's village. The opening was done in the afternoonat thevillage's meeting halls. In the meeting, there was also a socialization of the goal, mechanisms, targets,andoutcomesof the program.

In Belantih village, the opening program was done in a week after. The participantsandtwovillage's officials came to the program; they are the headman (perbekel) ofBelantihvillageandthe village'ssecretary. At the same time, we also discussed about the specified time to conduct the the training, based on thereadiness of theparticipants.

3.4 Determining schedule

After determiningthe schedule which was chosen by the participants, the schedule list was then made immediatelybefore the training began. The schedule was made wellbut it wouldchange anytime according to theparticipants' activities and other villagers.

3.5 Conducting the training

The training was held according to the schedule. In Padang Luwih Village, the training was held every day at 4 p.m. until 6 p.m. The training applied problem-based learning model. The learning process was guided by an instructor. The first meeting began with the general English learning. This was done to adjust the topic with the English ability's level of the participants. It was to avoid the innapplicabality among the two variabel in order to achieve the expected results and targets. The same thing was also done on the training in Belantih Village. The training involved 7 participants; six of them are high school students and one participant is college student.

During the training, several things were done, such as checking the attendance of the participants, providing the training materials, giving opportunities for the participants to discuss with their friends until they were able to produce something related to each unit of learning materials. The thing which was also very important was providing an assessment. It should be done to know the development of the participants' ability quantitatively and also to know whether the training was effective or not. The assessment was done three times, first at the beginning of the training period, then in the middle of the period, and the last was at the end of the period. So far, the assessment has been done 2 times for both groups. The final assessment would be done at the end of the meeting. By checking the assessment, we would be able to analyze the development of the participants' ability in both groups.

3.6 Reporting the progress

The report progress has also been made so we had a written documentation of the training program. To know the progress of this program, the user or other parties with the same interest towards the program can check the development of this training program's report. It will also be uploaded trough social media so the funders could know the development of this program. This report was also completed by the budget's report, activities' reports, and physical evidence which support the use of budget.

4   FINDING AND DISCUSSION

Based on the targets designed and the outcomes achieved in service program to the society, the results which can be presented are as follow: (A) The participants have already understood the training program very well; (B) The module has been designed up to 80% and will be finalized soon so it can be used as a practical guide; (C) The guides' organizations have formed.

The guides' organizations in Padang Luwih village consisted of 7 members, they are: (1) Gede Krishna Wedana Cahyadi; (2) Kadek Kristina; (3) I Gusti Agung Trisna Jayantika; (4) Ni Made Anie Wulandari; (5) Ni Made Kusuma Devi; (6) Ni Putu Riska Arsanti; (7) Yuni Kumala Dewi. The members have been trained during the program until now and they will accomplish the training program up to a few weeks. After being trained and observed by the instructor related to the development of their English ability in term of explaining information to the tourists through role play, the description of quantitative information has obtained. The quantitative data about the progress of the participants' ability can be described only for two tests (pretest early and mid-test). These results were still incomplete because the training is still ongoing. The final test will be conducted at the end of a training session. The quantitative data can be seen on the table below.

On the other place, the guides' organization in Belantih village consisted of 6 people, they are: (1) Pande Putu Sidurama; (2) Ni Komang Sri Wulandari; (3) Ni Kadek Budiastini; (4) I Gst. Ayu Rai Kertiasih; (5) Ni Putu Wisnuasih; and (6) Ni Made Ranten. The evaluation of their abilities' development was illustrated by the quantitative data below.

By establishing guides' organizations in those villages which was supported by the overview of quantitative data related to the development of their ability in explaining the products and informations in each village, it could be concluded that the training program has shown good result. We can see this in the table. Generally, though the result of T3 in each group has not been obtained, the rising curve can be noticed from the tendency of rising numbers reached by everyone on every item test. It means that the training has been successfully. However those results still should be compared with the result of T3 which has not been conducted. If the value curves of the participants in both groups kept rising, it could be said that the training is effective. But if the value curve went down, it means that the training is not successful. That's why, this training is very important to be continued so we can get the final result of the participants to gain trend of the overall value of each participant.

The analysis ofthe average of participants'English abilities was illustrated by thefollowingtable.

RESPONDENTS	FLUENCY			ACCURACY			COMPREHENSION		
	T1	T2	T3	T1	T2	T3	T1	T2	T3
1	70	75	81	70	74	81	72	76	82
2	70	75	81	74	74	81	72	75	82
3	70	74	80	70	73	80	70	74	80
4	65	69	75	65	68	74	66	70	75
5	62	65	72	61	65	70	63	67	72
6	68	73	78	68	73	78	68	73	78
7	65	69	74	65	67	72	66	70	75
Averages	67.14	71.43	77.29	67.57	70.57	76.57	68.14	72.14	77.71
Increment	-	4.29	5.86	-	3.00	6.00	-	4.00	5.57
Percentage of increment	-	6.38	8.20	-	4.44	8.50	-	5.87	7.72

According to the averages, the results of each test have shown an enhancement. In the fluency domain, the average of T1 was 67.14, which increased into 71.43 at T2, anf became 77.29 at T3. The average of value enhancement in fluency domain increased into the highest level at T2. Meanwhile

the average of value enhancement which was the lowest at T2 is the accuracy domain (3.00). It was because the grammar became the most difficult lesson for the participants of training. However at T3, the value enhancement in accuracy domain got the highest level (6.00). The comprehension domain at T2 was also low, that is 4.00 and increased into 5.57 at T3. This was because they have difficulty in
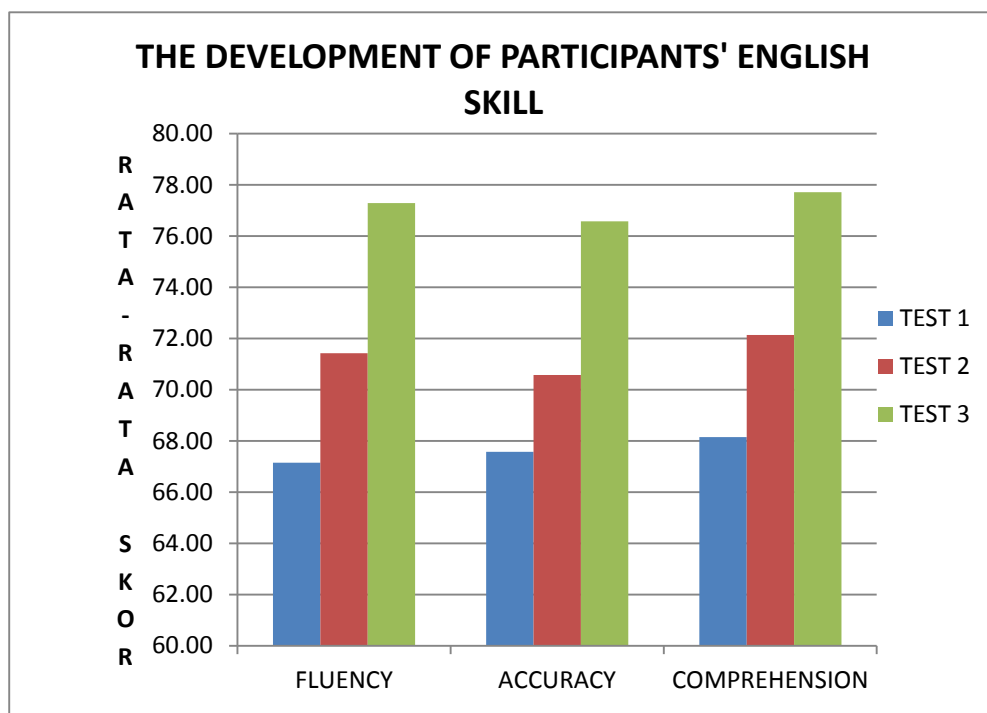

understanding the questions and sentences uttered by foreign speakers during the training or in the practice at several meetings. But their achievements were categorized very well. Those situations can also be seen in the following diagram.

In thegrouptraining of BelantihVillage, there happened differentthings which showed different results.

RESPONDENTS	FLUENCY			ACCURACY			COMPREHENSION		
	T1	T2	T3	T1	T2	T3	T1	T2	T3
1	65	71	77	65	70	76	65	72	79
2	60	69	75	60	68	74	63	70	76
3	60	69	76	60	68	75	60	69	76
4	60	66	71	60	65	70	60	65	72
5	60	65	70	60	64	70	60	65	71
6	60	65	70	60	65	70	60	67	72
Averages	60.83	67.50	73.17	60.83	66.67	72.50	61.33	68.00	74.33
Increment	-	6.67	5.67	-	5.83	5.83	-	6.67	6.33
Percentage of increment	-	10.96	8.40	-	9.59	8.75	-	10.87	9.31

Based on the obtained results, the development oftheir understanding (comprehension domain) was noted as the best achievement (74.33). Then, theirfluencyin utterances(fluency domain) become the second of the best achievement with amean of73.17.The last but not least, their accuracy of using grammar in speaking(accuracy domain) were the lowest achievement with amean of72.50. They all had already had goodunderstandinginlistening tothe speechonverbal interactionbecausetheycommunicated with theirfriends. Although they had interacted to the foreign speakersseveraltimes, the intensityof their communication was stillless than the guide's groupin Padang Luwih Village. However, the averages of their achievement were categorized very well and can also beseen in thefollowingtable.

THE DEVELOPMENT OF PARTICIPANTS' ENGLISH SKILL
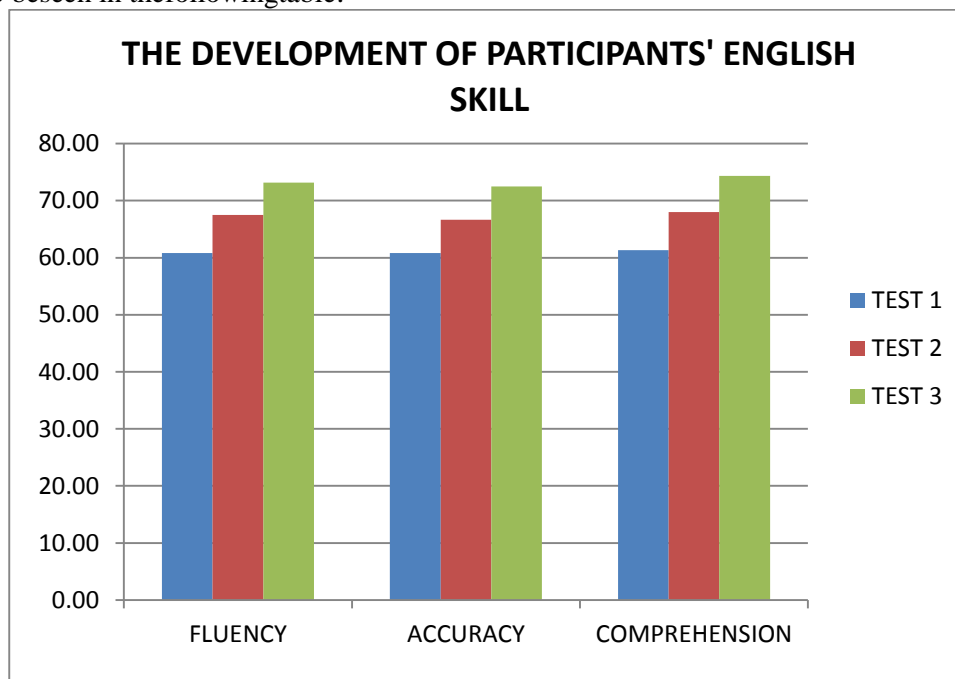
5   CONCLUSION

According to the reality of quantitative data and the targets as well as the achievements which have been gained in the implementation of this service program, it can be concluded that the program is effective and the situation is potential. This situation is expected to remain potential. The training is very necessary to be continued until 100% complete. By completing this program, the final value of each participant will be known. The program is still funded until finish to get the maximum level of effectiveness. It is also expected to be an embryo to conduct similar training or research with a grant of Dikti from other research scheme, such as the IbM.

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ANALYSES OF RHETORICAL MOVES STRUCTURE AND VERB TENSE OF ABSTRACTS IN MASTER'S FOREIGN LANGUAGE THESES

Leo Candra Wahyu Utami

Leocandrawahyu@gmail.com

English Language Teaching, State University of Malang
Malang, East Java

Mufidah Yusroh

reeviedh@gmail.com

English Language Teaching, State University of Malang
Malang, East Java

Abstract

A challenging task of non native writers is to write abstract of research article which is the first thing read by the readers. This study intends to examine abstracts of Indonesian Master Theses Students of English Language Teaching Program from two intentions. The first intention is to examine rhetorical move structure of the abstracts by applying Hyland's model. The second intention is to examine grammatical constructions of the abstracts focusing on verb tenses. The verb tenses are going to be analyzed from every move of the abstract. This study employs mix method and the data are collected by using AntConccorpus program. This study will discuss the preliminary findings of an on-going study on the above issues. The implementation of this study is beneficial for non native writers in academic writing especially as guidelines to construct a good abstract of this purpose.

Keywords: Rhetorical moves, Verb Tense, Abstract

1   INTRODUCTION

An abstract is an overview of a research article. This is the point that determines whether readers will continue reading the following sections or take no notice of it (Hyland, 2000:63). Therefore, a good abstract must be created by the writers as worth as the whole content of research article in order to be able to represent what messages want to be expressed in the abstract. Cresswell (2011:93) suggests that writing an abstract express in concise way often not more than 350 words that covers those many aspects of a study or an article then describes specific components of the study. Then, the length of abstract words divided it into two types: descriptive abstract that is about 50-100 which only include background, purpose, specific interest of the study and informative abstract that is about 200 words including five aspects: background, purpose, method, finding, and result. *(Writing an abstract, Writing Centre Learning Guide, University of Adelaide)*

However, another issue concerns on non-native writer who have problems on writing an abstract. One of the problems is that it is widely known that a research article abstract must be published in English (Swales, 1990:179). It happens because non native writers are not able to successfully write an abstract compared to native writers who automatically succeed in the terms rhetorical, syntactical and lexical levels. Essentially, the communicative purpose can be attained while

the readers get a noticeable essence on the abstract of a research article (Zhang, 2012:127). The norms and the conventions that defined by an academic discourse community can be a contribution to their educational setting and discipline. In this case, English for Specific Purpose (ESP) is a tool to analyze language writing form to characterize linguistic effects from the writing convention. Swales (1990:2) states that to understand discourse in educational setting, ESP is utilized to provide assistance for non native speaker who are really curious in the linguistic manifestation rhetorical and organizational features. Non native writers are supposed to be aware of generic structure and linguistic features in writing an abstract of their disciplines. Esfandiari (2014:572) states that ESP course is really needed in educational setting which is actually called English for Academic Purposes (EAP), in order to provide beneficial instruction on writing an abstract of inexperienced writers. Therefore, writers' awareness of rhetorical structures of different genre is really useful for ESP teachers while the students can easily understand how language used in various contexts. (Hyland in Behnam and Golpur, 2014)

Graetz (in Zhang, 2002:127) who is a pioneer in establishing a study of the rhetorical and linguistics features of research article's abstract states that it is important to takes into account of communicative rule of writing an abstract. To achieve the communicative purpose in this genre analysis, there have been numerous inquiries, particularly investigating the rhetorical moves and linguistic feature of abstract. Weissberg and Buker (1990) have established textual organization of abstract into five elements. Santos (in Zhang, 2012) was the first to attempt creating linguistic realization moves of applied linguistic abstracts. He also proposes abstract into five moves. Bathia (in Esfandiari, 2014) has put forward into five moves model: According to Hyland's model (in Usaha and Suntara, 2013) he has classified into five moves model: (1) introduction, (2) purpose, (3) method, (4) product, (5) conclusion. Most investigations of the linguistic realization moves have similar concept of abstract moves that are divided into five moves (Weissberg and Buker, 1990:185) even though they have different interpretation of every move, such as Santos's framework who differently state that methodology section put on move 3 while others experts put this section in move 2. Therefore, a term of genre analysis, writing an abstract is considered as a research that contribute various disciplines where ESP as the approach.

Some scholarly journals have examined move structure of abstracts (Zhang, 2002; Ismail &Syah, 2014,; Ren & Li, 2011). Besides, Santos (in Tzeng, 2011) has firstly examined 94 abstracts of applied linguistic from two aspects: the move structure and the verb tense of the moves. The result of this study shows that Moves 2, 3, and 4 are obligatory moves and Move 1 and 5 are optional moves. On the other sides, cross disciplinary studies have been conducted by other researchers, such as applied linguistic journals with mathematic journals (Behnam &Golpur, 2014) and applied linguistic journals with linguistic journals (Suntara& Usaha, 2013). Hyland (2009:6) states that to be able to write an abstract appropriately, the students have to understand their major first and their genre convention because the purpose is that genre will affectively represent sufficient knowledge of their discipline. Other scholars have also investigated rhetorical moves and verb tense variation of abstracts (Esfandiari, 2014; Tu& Wang,) categorizes tense construction of abstract dominantly using passive voice and avoiding superlative, adjective, worthless expression, repetition, etc. In accordance with Zhang's study (2012:129) on lexico-grammatical constructions that investigates abstract into some aspects: voice, verb tense, nominalizations, *that*-complement clauses, etc.

However, most of researches above investigate research articles from various disciplines except English Language Teaching (ELT) articles in Indonesian context which actually have specific pattern of abstract moves where utilizing English as foreign language that is also a tool to communicate and convey ideas of educational field. The writer has to concisely succeed in writing an abstract in terms of lexical, syntactical, and rhetorical and easily read by the interested readers than other writers who do not concern on English major. Hyland (2006:1) argues that EAP can be defined as teaching English to assist students' research in particular discipline to cover all areas of academic communicative practice such as student writing: essays to exam papers or master theses. Moreover, master theses as one of genres in academic discourse, which is another concern to be investigated to recognize the pattern of the moves.

In this context, the researcher is going to investigate a genre study of abstract in EFL context, especially 30 abstracts of master theses in English Language Teaching of Graduate Program of SebelasMaret University from two aspects. By using Hyland's Model (2000) as an analytical

framework, the researcher will analyze the rhetorical moves of abstract. Another intention is to examine the grammatical constructions of thesis abstracts that categorized into three aspects: voice, tense and *that*-complement clauses.

2 METHOD

To investigate rhetorical moves structure and verb tense of Master theses' abstract, the data source of the study is 30 abstracts of ELT Master thesis' students of SebelasMaret University. The researcher decides to investigate this genre because there are just a few investigations which examine expert writers who are students of GRADUATE program of English Language Teaching (ELT) department those who write an abstract precisely especially in Indonesian context.

The objective of the study, the researcher employs corpus linguistics as research method with corpus based-approach (Baker, 2010). By utilizing a corpus program named Antconc3.4.3w that is so useful for the researcher for easily understood the various analysis buttons to investigate every phenomenon of corpus to gain the aim of the study. Therefore, this research uses both qualitative and quantitative approaches. The quantitative approach utilizes corpus software program to obtain the data, the qualitative approach is applied to find out the use of the rhetorical moves. To collect the data, the researcher firstly registers to digital library of SebelasMaret University to be able to access the data. Then, the researcher saves the 30 recent abstracts published in academic years 2014/ 2015. The data is in the form of *.pdf* files that converted to be *.txt* files in order to be able to be opened in the corpus software.

1.2 The Analysis of Move Structure

To analyze the data, the researcher purpose Hyland's model that divided into five moves:

Table 1:Hyland's Model

Title	Description
Introduction	Establishes context of the paper and motivates the research or discussion.
	Indicates purpose, thesis or hypothesis, outlines theintention behind the paper.
Purpose	Provides information on design, procedures, assumptions, approach, data, etc.
	States main findings or results, the argument, or what was accomplished.
Method	Interprets or extends results beyond scope of paper,
	draws inferences, points to applications or wider
Product	implications.
Conclusion	

Kanoksilapatham in Esfandiari(2014:567) proposes that a move can be optional or conventional from the frequency of a particular move, the conventional move should occur 60%. If the frequency of a move fell below 60%, the move was considered as an optional move.

2.1 Analyzing the verb tense of the moves

To analyze the verb tense of each move focusing on three verb tense, specifically, the present tense (including the present perfect), the past tense, and the future tense. The purpose of this study is to realize the preferred verb tense used in each move of an abstract. Those grammatical constructions utilized *Antconc*program to find out the result.

3 FINDINGS AND DISCUSSION

The first intention is to find out the rhetorical moves structure of Master Thesis abstracts written by SebelasMaret University students, the findings can be illustrated in table 1.

Table 2 The occurrences of moves in the abstracts

Move	Number	Percentage of Move Occurrences
Introduction	2	6,67 %
Purpose	30	100 %
Method	30	100 %
Product	30	100 %
Conclusion	28	93,34 %

From the finding, it could be decided P-M-Pr-C is the most frequent pattern of the move. According to the percentage of move occurrences in the table, purpose move, method move, product move, and conclusion move could be classified as conventional moves that are more than 60%. All of abstracts were entirely implied in P-M-Pr pattern that the percentage shows 100% of each move. In the other hand, introduction move was the only move that can be classified into optional move. The percentage was around 6,67% which has very low percentage that cannot to be a conventional move which have to be greater than 60%. The detail description of the moves can be shown in appendix 1. Santos (in Tzeng, 2011) mentions that from his findings, introduction is not reader's interest that also becomes an optional move. Due to the fact, introduction section is to convince the readers of the article. However, the main point is that to show the purpose, method and product or result. Weissberg and Buker (1990:187) states that abstract is not only written in brief and concise as possible but also concerns on three elements, importantly highlighting on the result of the study, presenting the purpose and method in the first, and taking into account of the conclusion and recommendation in the last paragraph. Moreover, conclusion move is in the percentage 93.4%, mostly the writers include suggestion in the conclusion move. Here, move frequencies of Master Thesis abstracts could be visually presented in figure 1.
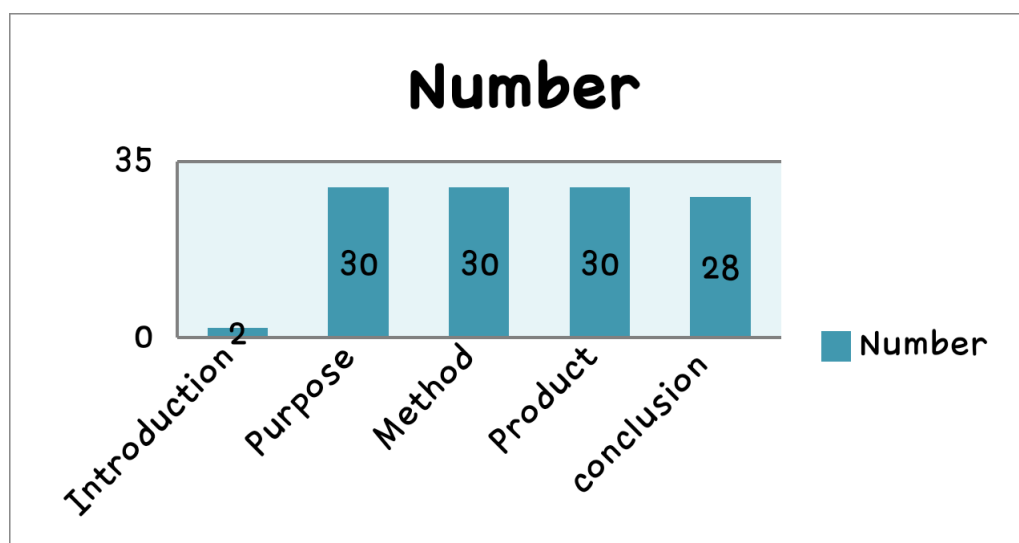
The result of the rhetorical move of master thesis abstracts identified by Hyland's model is frequently in the proffered pattern P-M-Pr-C and I-P-M-Pr-C is in low frequency. Most of abstracts, 28 abstracts, implement P-M-Pr-C of their abstracts that can be assumed that the writers emphasize on the result of the study. Purpose-Method-Product-Conclusion are four moves classified as conventional moves. Due to the fact, those studies are going to show the empirical research which result is an important part followed by the purpose and the method that cannot be separated to construct a good abstract of the study in detail. Only introduction move becomes an optional move. However, each abstract mostly begin with the objective or purpose of the study.

3.1 Introduction Move

Before presenting the aims of the study, the researchers write down the introduction section to justify the research or emphasize the current knowledge of the study. Although Hyland proposes five moves, in this study implied I-P-M-Pr-C just in two abstracts which means most writers do not highlight introduction part included to the abstract. There fore, introduction move become an optional move.

The statements that show the justification of current knowledge in introduction move can be presented in the following abstracts:

> Abstract 13: Teaching and learning language cannot be separated from teaching and learning its culture. Therefore, it is important for language teachers to have good intercultural awareness in order to be able to teach their students culturally. Intercultural awareness is one of the indicators which is used to identify someone's awareness of own culture and other cultures.

> Abstract 18: Nowadays, corrective feedback in writing English is considered as the controversial issues being confronted among researchers and it has attracted a number of researches recently. However, most of the researches conducted recently concern more on the effectiveness of corrective feedback instead of the psychological aspect of attitude as their subject.

From those two abstracts that include introduction section, it can be assumed that the researchers are going to persuade the readers of the current issue of their study. The researchers decide that introduction section is going to be highlighted first. It indicates abstract 13 and abstract 18 follow the international convention consisting of five moves while establishing the context in introduction section is more significant. It also shows arguments of the topic in the study in order to identify the problem or the gap appears in current knowledge.

3.2 Purpose move

Presenting the aims of the study is laid on purpose move. In this study, the purpose move was a conventional move or obligatory move because all of abstracts that were investigated applied a purpose move on their study about 100%. It was also found that purpose move included more than one sentence. The sentences expressed the objectives or aims that divided into sub-objectives. It can be illustrated into the following abstract:

> The objectives of this research are (1) to describe the teachers' attitudes towards teaching reading comprehension, (2) to describe the causes of the attitude and (3) to describe its implementation the attitude in English classroom.

> Van Bonn & Swales in Yun (2011:21) categorizes purpose move into two forms: the descriptive form, which focuses on describing the features of the study, or the purposive form, which is marked by the use of an expression such as 'the aim' or 'the goal'. From thirty abstracts examined in this study, almost of them implement purposive form by using expressions "aim or objective" that can be presented in Appendix 2. Some of the common expressions can be presented in the following statements:

(a) The objectives of this research are (1) To reveal whether and to what extant audio visual… (Abstract 1)
(b) This study aims at (1) investigating the quality of "When English Rings A Bells" textbook to… (Abstract 10)
(c) This research aims at investigating whether Quantum method is more effective than…(Abstract 14)

> In this case, the expression "*objective*" frequently used in the abstracts of master thesis. Ten abstracts imply that expressions in order to construct an abstracts in brief. The result shows that most of abstracts use P-M-Pr-C moves of their abstracts. Purpose move is firstly read by the readers. Therefore, the native writers highlight to write purpose section and ignoring introduction section only to impress the readers directly by proposing the aims of the study in the first paragraph. It also indicates that native writer has found the conventional writing of their discourse community. Another expression *research aims* found in four abstracts that showed emphasize

3.3 Method move

Method move was also an obligatory move of the abstracts of master thesis. All of abstracts included method move to explain some ways to conduct the study. Method move included more than one sentence or it could be stated that the length of method move was more than other moves. It indicates

that describing the methodology of the study is an important thing of this discipline. Frequently, method move contained information about approach, variables, data, procedures, materials, and instruments as illustrated in abstract 16:

> The research method is qualitative research in which the design is case study. The place of study is Junior High School Al Irsyad Surakarta in the academic year of 2014. The techniques of collecting data are observation, interview, questionnaire, and documentation. The technique of data validity is triangulation method and the data analysis technique uses data reduction, data display, and data conclusion.

How important method move of the study could be seen from constituting 100% of master thesis' abstracts. In line with Tzeng's study (2011), the result illustrates that method move is emphasized more because of the allowed-number-words of the abstract that should strategically written by the native writers.

3.4 Product move

Product move presents the result of the study and provide important information related to the method used either quantitative using numeric result or qualitative by describing the findings. Product move which was also an obligatory or conventional move because100% of all the abstracts of master theses can be illustrated in abstract 22:

> The research findings are as follows: (1) Coop jigsaw Team projects is more effective that Direct instruction method to teach speaking for the tenth grad students; (2) both students with low and high speaking anxiety have similar speaking skill; and (3) there is an interaction between teaching methods and students' speaking anxiety in teaching speaking for the tenth grade students.

Most of master theses abstracts explain the result of study based on the research problems by answering every research problem. It indicates that master theses abstracts apply international convention because product move is not the last move of the abstracts. The discourse community concurs that this pattern will get great intention of world readers because examining English. In this move, the native writers are going to describe or express the result of the study in order to clearly explain what the native writers got of their studies by utilizing particular methodology. In the other hand, conclusion move is the latest moves of the abstracts. It is included to attract the readers to continue the study in particular field.

3.5 Conclusion move

Conclusion move which is as the latest move was about 93.34% or only one abstract that did not implement conclusion move. It was an obligatory move of the master theses abstracts. It was constructed to summarize or conclude the result and/or give recommendation and suggestion for further researchers. Abstracts that only conclude the result can be presented in abstract 29.

> In Conclusion, The Implementation Of Roundtable Technique Can Improve The Students' Critical Thinking In Writing. Roundtable Technique Is A Teaching Method That Contributes Benefits For The Students' Achievement

However, other abstracts include both conclusion and recommendation of the study in conclusion move. It also includes the pedagogical implication of the study as in education field that can be illustrated in abstract 22:

> Based on the research findings, it can be concluded that Coop Jigsaw team Projects is more effective than Direct Instruction to teach speaking. Thus, it is recommended
>
> to the teacher to implement CJTP in speaking class since this teaching method is able to enhance the students speaking performance and able to encourage them to be more active in the class. However, for the next researchers who want to conduct the similar research, they can use this research as a reference.

Therefore, conclusion move cannot be separated in the abstracts of master theses since it state the importance of the study and the expectation to further researchers to keep on analyzing the topic, strategy, or the object of the study.

The second intention is to examine grammatical constructions of the abstracts particularly on the use of tenses. The preferred verb tense is displayed in the table 2.

Table 3

Verb	Number	Percentage of Verb Occurrences
Introduction Present Tense Past Tense Future Tense	2	100 %
Purpose Present Tense Past Tense Future Tense	30	100 %
Method Present Tense Past Tense Future Tense	3 27	10 % 90%
Product Present Tense Past Tense Future Tense	28 2	93,34 % 6,67 %
Conclusion Present Tense Past Tense Future Tense	27 2	93,10 % 6,90 %

From the table above, the preferred verb tense of this study was present tense frequently in purpose move, product move, and conclusion move. Purpose move mostly applied present tense in 100% of the abstracts. Only two abstracts used past tense in product move and two abstracts implied future tense in conclusion move. In the other hand, past tense was found frequently in method move in the percentage 90% or 27 abstracts although 3 abstracts used present tense to explain the methodology of the study. Only two abstracts which implied introduction move, both abstracts used present tense. Swales and Feak (2004) argue that the researchers commonly use simple present tense in the opening and concluding sentences of their abstracts, although it can be included in other parts. Therefore, simple present also included in purpose move and product move in this study.

The preferred verb tense of this study is simple present tense while past tense and future tense are not dominant in ELT master thesis abstracts. The data show that the present tense was preferred tense in introduction move, purpose move, product move, and conclusion move. The past tense was used more frequently in Method move. In Tzeng's study (2011:33) also concludes that background, aim, result, and conclusion use simple present tense. While the use of present perfect tense is not greater that 10%, however, simple present tense used in 100%, 93.34%, 93.10%, respectively. The future tense also found in conclusion move that indicates most writers believe that simple present tense is admitted by the discourse community of master students in SebelasMaret University.

4   CONCLUSION

This study examines 30 abstract of ELT Master Thesis' students of SebelasMaret University. The major findings can be concluded: the abstracts which mostly have P-M-P-C pattern are more useful for the students to construct an abstract in brief but cover the whole report of the study. By using

Hyland's model on how to construct rhetorical organization of the abstracts emphasize on four important moves, namely purpose move, method move, product move, and conclusion move. Meanwhile, the conclusion move of this study mostly conveys the conclusion, the suggestion or the pedagogical implication of the study. However, introduction move of this study are not dominant because it cannot effectively convey the information on what readers want to read. In the other hand, present tense is preferred tense of this study. It can be found in introduction move, purpose move, product move, and conclusion move.

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LEARNING BUSINESS ENGLISH BY APPRENTICESHIP

Sri Hartiningsih
Malangharti2001@yahoo.com

University of Muhammadiyah Malang
Malang, East Java

Abstract

The apprenticeship of Business English is needed as it makes the students know the real job, get experience as well as the students applies the theories that they have got. This one automatically gives addition value and also makes networking between the students and employees as well as with the employers. The aim of this research is to describe the students' activity, advantages and problems in joining Business English apprenticeship in even semester 2014 in some organizations in Malang.The descriptive quantitative design is used. The population and sample of this research are the students at English department, Faculty of Teacher Training and Education in Muhammadiyah University of Malang joined Business English choice II in even semester in 2014 that are 71 students. Obtaining data uses interview, observation and questionnaire. The procedures of collecting data are giving interview, conducting observation, giving questionnaires and identifying the data based on the research problems.The activities done are in F&B, HK and also in guiding as well as in administration. The advantages are finding out knowledge, getting experience and having some friends while guiding only gets experience and knowledge whereas in administration get experience and some friends while the problems faced are adaptation, not enough knowledge of F&B and get a place for apprenticeship while in guiding are adaptation and to get data whereas in administration are to get a place for apprenticeship and adaptation.

Key words: Business English, apprenticeship, English department student

1   INTRODUCTION

Business English is one of subjects in English department, Faculty of Teacher Training and Education in Muhammadiyah University of Malang. It consists of compulsory and choice subjects. Business English as compulsory subject means that all students of English department should take this subject and it is given in fourth semester while Business English as choice subject means the students can take the choice subject that are Business English, Translation, American Studies and English for Young Learner that are given in sixth and eighth semester.

Business English as compulsory subject bases on national the curriculum that is about letter writing but Business English as choice subject based on the need and the condition. It means it gives chance the students to work in hotel or manufactory after graduating from English department, Faculty of Teacher Training and Education in Muhammadiyah University of Malang. The reason is although it is faculty of teacher training and education, English department prepares the students to get job besides to be English teacher.

Business English choice I focuses on human resources management that can be applied in manufacture and also hotel especially on front office administration. These mean besides to be teacher the students are also prepared to get job in manufacture and hotel. In fact the condition now changes. Because of economic crisis that happens in Indonesia many manufactures are bankrupt so that the chance to work in manufactures becomes small. The economic crisis also influences the income of hotel because the guests especially foreigners are afraid to come to Indonesia because of their security

is not safe as the economic crisis also effects the politic so there are many demonstrations and also crimes such as burning or bombing a building, killing and also a want to separate from Indonesia. It becomes worst when there is accident in WTC in America because Indonesia as one big Moslem country is also considered as a terrorist country. Those make foreigners afraid to come to Indonesia. It makes hotel small profit and it affects the chance to work in hotel loose.

Business English choice subject consists of two level subjects. They are Business English I and II. The first one is given in sixth semester while the rest is in eighth semester. Business English I focuses on theory of management, human resources and hotel. Those theories are preparation for the students of English department in Muhammadiyah University of Malang to join Business English II in eighth semester because in this semester the students should apply and practice their theories they have got in previous semester in organization. It means that they should be apprenticeship.

Apprenticeship is one of training method as R. Mittal (1996:22) states below:

> *This method is applicable in large industries where mass production is carried on which large number of operations. Trainees that require a long period (1 to 4 years) for gaining proficiency are trained by this method. The trainees first learn about the theory and practice, then they gradually start working on the machines under guidance of instructors.*

As R. Mittal explained that apprenticeship takes 4 years. In practice it does not take long time as the students still have other subjects to take and it deals with time and money.

In apprenticeship run time, the students, of course find out some problems dealing their subjects, department and also university because commonly the students of English department only practice their English in teaching, not apprenticeship, especially in manufactories. Besides that, it also finds out some advantages dealing Business English subject, especially for their selves.

The above facts and condition then become the basis of choice of the problem in this research. Also realizing that apprenticeship is to combine theory and practice, the students want to conduct apprenticeship moreover nowadays is difficult to find out a job especially without experience as Adornetto (2000) said that "No job without experience and no experience without job". It is also supported by the research done by the researcher herself in "Business Vacancy for English Language Graduate" (2003) that all business vacancies require experience. Another research done by the researcher in 2004 "Hotel Vacancy for English Language Graduates" shows that vacancies in hotel also need experience requirement. So by joining apprenticeship the students can get certificate and experience to apply a job in the future.

The aim of this research is then to find out the activity, advantages and the problems of apprenticeship of Business English students, Faculty of Teacher Training and Education in University of Muhammadiyah Malang at even semester in 2014

2   RESEARCH METHOD

It discusses the procedure of research such as design, population and sample, instrument, data collection and analysis.

2.1   Research design

According to Donald Ary (1979:20) research may be defined as the application of the scientific approach to research problem that its purpose is to discover an answer of a meaningful question through the application of scientific procedures. Research is universal as systematic and objective for reliable knowledge.

Descriptive design is used in this research as Borh and Gall (1970:4 say that descriptive study is primary concerned with finding out the answer of the question "what is". Descriptive design is aimed at describing the current phenomena that is the real situation at the time of conducting the research. This research is aimed at describing the students' activities, problems and advantages in Business English Apprenticeship at English department of Faculty of Teacher Training and Education in Muhammadiyah University of Malang in even semester 1999 through collecting data, analyzing data and processing data.

2.2   Population and Sample

The population of this research is the students at English department of Faculty of Teacher Training and Education in Programming Business English II at even semester of 2014 level while the sample is all the students who take Business English II at even semester. They are 71 students as the sample.

2.3   Instrument

There are three instruments used in this research. They are observation, interview and questionnaire that aim to get data about the students' problems and advantages in Business English Apprenticeship in English department of teacher Training and Education Faculty in Muhammadiyah University of Malang. But the main instrument is questionnaire. The others support the questionnaire instrument.

The method of interview used here is unstructured interview. It means that it is more informal. Free questioning of subject is possible regarding the views, attitudes and other information (Ary, 1979). this interview is flexible and usually planned to suit the subjects and the conditions within which the interview take place.

The aim of observation here is to know the process of Business English apprenticeship of English department students at even semester in 2014 in the organization they have chosen in Malang.

The kind of questionnaire here is unstructured questionnaire. It means there is not alternative answer but it gives the sample free to express their problems and advantages in joining Business English apprenticeship.

2.4   Procedures of Collecting Data

Based on the research design, nature of problem under the research and researcher's personal preference, the procedures of collecting data can be stated below:

1. Interview to students who joining Business English apprenticeship.
2. Doing the observation to observed the practice in the field.
3. Giving the students questionnaire.
4. Classifying and analyzing the data based on the research problems,

3   FINDING

Based on the interview, observation and questionnaire, it can be concluded there are 10 organizations in Malang that used by 71 students of English department , Faculty of Teacher Training and Education in Muhammadiyah University of Malang in joining Business English apprenticeship in **even** semester 2014

The organizations are:

1. Royal Orchid Garden Hotel
   (a)   Jl. Indragiri 4 Batu
2. Pelangi Hotel di Malang
   (b)   Jl. Merdeka Selatan 3 Malang
3. Kartika Wijaya Hotel
   (c)   Jl. Panglima Sudirman 127 batu
4. UMM Inn
   (d)   Jl. Raya Tlogomas   Malang
5. Jatim Park
   (e)   jl. Batu
6. Coban Pelangi Waterfall
   (f)   Tumpang – Malang
7. Koperasi Unit Desa Pakis
   (g)   Jl. Raya Pakis Malang
8. BKKBN
   (h)   JL Teluk Cendrawasih Malang
9. Direktorat Jendral & Bea Cukai
   (i)   Jl. Surabaya 2 Malang

10. PDAM
    (j)   Jl. Terusan Danau Sentani 100 Sawojajar Malang

Based on the organization, it can be categorized into non and government office. The government office are PDAM, BKKBN, Kooperasi unit desa Pakis, Malang

Organization had different number of students to join apprenticeship as shown below:

Table 1 The students' number in each organization

The name of organization	Student's number
1. Royal Orchid Garden Hotel	6
2. Pelangi Hotel	6
3. Kartika Wijaya Hotel	15
4. UMM Inn	6
5. Jatim Park	6
6. Coban Pelangi Waterfall	6
7. KUD Pakis	6
8. BKKBN	10
9. Bea & Cukai	5
10. PDAM	5
	71

Based on the table above it can be concluded that the spread of the students who join Business English Apprenticeship is not equal. The reason is there is only five students in one organization that is in PDAM and Bea Cukai whereas Pelangi and Royal Orchid Garden Hotel, Pelangi Hotel, UMM Inn, Jatim Park, Coban Pelangi waterfall and KUD Pakis are used by 6 students while BKKBN is used by 10 students. On the other hand, there is one organization, Kartika Wijaya Hotel that has 15 students.

Another finding is about the length of the students take apprenticeship. It is described below:

Table 2 The length of time in apprenticeship

The name of organization	Days
1. Royal Orchid Garden Hotel	60
2. Pelangi Hotel	10
3. Kartika Wijaya Hotel	30
4. UMM Inn	30
5. Jatim Park	30
6. Coban Pelangi Waterfall	10
7. KUD Pakis	10
8. BKKBN	10
9. Bea & Cukai	12
10. PDAM	12

The table above shows that commonly the students of English department, Faculty of Teacher Training and Education in Muhammadiyah Malang take 30 days or one month in joining Business English Apprenticeship in some organizations in Malang but in Royal Orchid Garden Hotel spend 60 days or two moths whereas Bea & Cukai and PDAM are 12 days. On the contrary, apprenticeship at even semester 2014 in Pelangi Hotel, Coban Pelangi Waterfall, KUD Pakis and BKKBN only need the students 10 days to stay.

3.2 The Students Do In Learning Business English By Apprenticeship

From the 10 organizations above, it can be concluded that there are 4 hotels that are Royal Orchid Garden Hotel, Pelangi Hotel, Kartika Wijaya Hotel and UMM Inn and 2 recreation places that are Jatim Park and natural recreation, Coban Pelangi Waterfall and state organizations that are KUD Pakis, BKKBN, Bea & Cukai and PDAM. In hotel the students are taken in Food and Beverage (FO) in Kartika Wijaya Hotel whereas in Pelangi Hotel and UMM Inn, the students are divided into two groups that is at Food and Beverage and House Keeping. Almost the same with Pelangi Hotel, in Royal Orchid garden Hotel gives chance to the students to join apprenticeship both in FB and HK. In recreation places, Jatim Park and Coban Pelangi Water Falls the students take a part as guide in apprenticeship while in state organization, the students do administration except BKKBN that is only lecturing.

It discusses the Food and Beverage (F&B) first then House Keeping and then Guiding and administration in detail.

Table 3 The students do at F&B in Royal Orchid Garden Hotel

Food & Beverage in Royal Orchid Garden Hotel
As waitress Serve the guests in buffet Clear up the buffet Clean the tools of buffet

The activities done in Pelangi Hotel are below:

Table 4 The students do at F&B in Pelangi Hotel

Food & Beverage in Pelangi Hotel
As waitress Opening restaurant Preparing breakfast, lunch and dinner Serve breakfast, lunch and dinner Clear up breakfast, lunch and lunch Preparing the food for meeting Clear up the food for meeting Clean the tools Recheck menu Making omelet, toast bread

The same at F& B, in Kartika Wijaya Hotel, the students' activities are as described below:

Table 5 The students do at F& B in Kartika Wijaya Hotel

Food & Beverage in Kartika Wijaya Hotel
1. As waitress in café and restaurant 2. Refresh the flowers 3. Prepare breakfast, lunch and dinner 4. Check the tools before breakfast, lunch and dinner 5. Clan up breakfast, lunch and dinner 6. Serve the guest 7. Preparing coffee break for meeting 8. Clean up coffee break after meeting 9. Wash the tools of kitchen 10. Make traditional and western cookies

The activities done in joining apprenticeship at F & B in UMM Inn are below:

Table 6 The students do at F& B in UMM Inn

Food & Beverage in UMM Inn
1. As waitress 2. Serve the guests 3. Preparing breakfast and lunch 4. Clear up breakfast and lunch 5. Clean the tools

The next it discusses House keeping (HK) done by the students in joining apprenticeship at even semester in 2014.

Table 7 The students do at H&K in Royal Orchid Garden Hotel

House & Keeping in Royal Orchid Garden Hotel
1. Making bed neat 2. Giving information about room facilities

The activities done in Pelangi Hotel as described below:

Table 8 The students do at H&K in Pelangi Hotel

House & Keeping in Pelangi Hotel
1. Clean up the room 2. Preparing toiletries 3. Prepare the extra bed if it is needed 4. Changing the sheet 5. Making the bed neat 6. Recheck the facilities whether complete or not

The students' activities dealing at House Keeping in UMM Inn are seen below:

Table 9 The students do at H&K in UMM Inn

House & Keeping in UMM Inn
1. Make the room in order and beautiful 2. Make bed neat 3. Checking the condition of room 4. Make the room clean 5. Clean up public area 6. Clean mini bar

Besides joining apprenticeship at hotel, 12 students also do it in recreation places such as Jatim Park and Coban Pelangi Waterfall as guide as shown below:

Table 10 The students do as guide in Jatim Park

Guide in Jatim Park
1. Guiding the visitor

2. Give service in selling the souvenir
3. Ticketing
4. Giving information about the place
5. Making report of receipt bought by visitors

Almost the same in Jatim Park, the students' activities in Coban Pelangi waterfall are described below:

Table 11 The students do as guide in Coban Pelangi Waterfal

Guide in Coban Pelangi Waterfall
1. Accompany the tourist or visitor 2. Telling the tourist 3. Giving suggestion related to the place 4. Ticketing

In administration in KUD Pakis, Bea & cukai and PDAM the students did administration as giving service to costumer to pay electricity in KUD Pakis while in PDAM in paying water whereas in Bea & Cukai the students did translation. On the other hand, in BKKBN students just came and sat to listen the lecturing done by the staff.

1.3 The Students' Advantages In Learning Business English By Apprenticeship

The advantages of learning Business English by apprenticeship are various. They are:

Table 12 The advantages in joining apprenticeship at F&B in Royal Orchid Garden Hotel

Food & Beverage in Royal Orchid Garden Hotel
1. Get experience 2. Find out knowledge 3. Have link of work 4. Get some friends

Table above shows there are four advantages to join apprenticeship in Royal Orchid Garden Hotel. They are applying the theory so that the students get experience and knowledge and also have new friends so that is why they have link of work from the new friend in place they join apprenticeship.

The advantages in joining apprenticeship at Food & Beverage in Pelangi Hotel are shown below:

Table 13 The advantages in joining apprenticeship at F&B in Pelangi Hotel

Food & Beverage in Pelangi Hotel
1. Find out knowledge 2. Get experience 3. Have some friends

The same with Pelangi Hotel, the advantages found in joining apprenticeship at F & B in Kartika Wijaya Hotel and UMM University Inn are get experience, have some friends and get knowledge.

Relating the advantages in joining apprenticeship in H & K is presented below:

Table 14 The advantages in joining apprenticeship at H&K in Royal Orchid Garden Hotel

House & Keeping in Royal Orchid Garden Hotel
1. Find experience 2. Get link of work 3. Find out some friends 4. Have knowledge

Almost the same with Royal Orchid Hotel, the students have advantages in joining apprenticeship at H & K in Pelangi hotel and UMM Inn are get experience, have knowledge and find some friends. The other organizations such Jatim Park as a guide, Coban Pelangi Park, Administration in KUD Pakis, Bea&Cukai, and PDAM are the same that are presented below:

Table 15 Advantages in joining apprenticeship

Advantages
1. Get Experience 2. Find out knowledge

Little bit difference, the advantages in joining apprenticeship at Lecturing in BKKBN are shown below:

Table 16 The advantages in joining apprenticeship at Lecturing in BKKBN

Lecturing in BKKBN
1. Get knowledge 2. Have some relations

1.4 The Students' Problems In Learning Business English By Apprenticeship

Besides advantages in joining apprenticeship in even semester in 2014, the students also face problems. The problems are various. They are described in detail below:

Table 17 The students' problem at F&B in Royal Orchid Garden Hotel

Food & Beverage in Royal Orchid Garden Hotel
1. Looking a place for apprenticeship 2. The name of equipments in F&B

The table above explains the students' problem in joining apprenticeship at F & B in Royal Orchid Garden Hotel. They deal in pre apprenticeship that is looking a place and also in the process in doing apprenticeship that is the problem of name equipment in F&B as they are many and have specific terms.

At F&B in Pelangi Hotel, the students also face problems as shown below:

Table 18 The students' problem at F&B in Pelangi Hotel

Food & Beverage in Pelangi Hotel
1. Not enough knowledge of F&B 2. The job is hard 3. In making report is given limited time

In Kartika Wijaya at F & B department, the students also face problems as follow:

Table 19 The students' problem at F&B in Kartika Wijaya Hotel

Food & Beverage in Kartika Wijaya Hotel
1. How to behave 2. To Face the guest

3. Making report is given limited time
4. Transportation to the hotel
5. The name and the function of equipments in F&B
6. To get a place for apprenticeship
7. Boring situation
8. No attention from employee
9. Adaptation
10. Making menu

There are two problem faced by the students in joining at F & B in UMM Inn. They are presented below:

Table 20 The students' problem at F&B in UMM University Inn

Food & Beverage in UMM University Inn
1. Not enough knowledge 2. Adaptation

Not only in F & B department but also in H & K department is found the problem such as in Royal Orchid Garden Hotel below:

Table 21 The students' problem at H&K in Royal Orchid Garden Hotel

House Keeping in Royal Orchid Garden Hotel
1. Find the place to join apprenticeship 2. The name and the function of equipment in HK

Different with Royal Orchid Hotel, the problem faced by the students in joining apprenticeship are shown below:

Table 22 The students' problem at H&K in Pelangi Hotel

House Keeping in Pelangi Hotel
1. Not enough knowledge 2. The work is hard 3. Make report in limited time

The problems faced in joining apprenticeship at H & K in UMM Inn are below:

Table 23 The students' problem at H&K in UMM University Inn

House & Keeping in UMM University Inn
1. Adaptation 2. The lack of hotel 3. To get a place to join apprenticeship 4. Not enough knowledge

Being a guide, the students also face problem as below:

Table 24 The students' problem as Guide in Jatim Park

Guide in Jatim Park
1. Adaptation 2. To get data for report

Different place as guide also creates different problem as below:

Table 25 The students' problem as Guide in Coban Pelangi Waterfall

Guide in Coban Pelangi Waterfall
1. In ticketing needs adaptation to face local visitor 2. Not enough information about the place

Joining apprenticeship in administration also faces problem as described below:

Table 26 The students' problem at Administration in KUD Pakis

KUD Pakis
1. Adaptation 2. Transportation 3. Looking the place to join apprenticeship 4. Strict in time

Here are the problems are faced by the students in Bea & Cukai.

Table 27 The students' problem at Administration in Bea & Cukai

Bea & Cukai
1. Adaptation 2. Looking the place to join apprenticeship 3. Strict in time 4. Key terms

At Administration in PDAM is also found the problem as below:

Table 28 The students' problem at Administration in PDAM

PDAM
1. Adaptation 2. Transportation 3. Looking the place to join apprenticeship 4. Strict in time

In BKKBN is also found problem in joining the apprenticeship as shown below:

Table 29 The students' problem at Lecturing in BKKBN

BKKBN
1. Adaptation 2. Looking the place to join apprenticeship 3. Strict in time 4. Monotonous

2   DISCUSSION

Based on the data got from Questionnaires and supported by interview and observation, it is discovered that every organization has own characteristic. It can be seen from apprenticeship done by

the students in even semester are in Royal Orchid Garden Hotel, Kartika Wijaya Hotel, Pelangi Hotel and UMM University Inn at F&B and also HK.

At F&B there are 6 students joined apprenticeship in Royal Orchid Garden Hotel. They learnt how to be good waitress to serve the guest so they were required to pay attention to their performance as neat and fresh while in Pelangi hotel, the students were focused to prepare the meal and equipments whereas in Kartika Wijaya Hotel, there were 3 groups in F&B but they got different time to join apprenticeship and also the duty. One group was focused on preparing meal and drink so they did not have contact to the guests while the others group were prepared to serve the guest directly. The same department at F&B in UMM Inn they students were trained technically in kitchen as cleaning and polishing the tools of F&B department.

Relating the advantages, it could be categorized into knowledge that is experience and new things such as place, condition as well as the type of organization. The other one is human relation that consists of new friend and networking.

The problems faced are also different and various. They depend on the students' preparation and readiness to join apprenticeship. They can be categorized into preparation and in the process of joining apprenticeship. In preparation, the students face problem to get a place for apprenticeship as they come from Education faculty so most of organizations believe that the students should join apprenticeship at school. In fact, besides learning education, the students also get knowledge about literature, business and also sociolinguistics especially these students have joined Business English I.

3 CONCLUSION

Based on the finding, the students do in apprenticeship in 10 organizations in Malang Raya. Those are Royal Orchid Garden Hotel, Pelangi Hotel, Kartika Wijaya Hotel, UMM University Inn, Jatim Park and Coban Pelangi Waterfall, KUD Pakis, BKKBN, Bea & Cukai and PDAM at F&B, HK and guiding and also administration.

The activities done in F&B are as waitress, preparing breakfast, lunch and dinner, clear up breakfast, lunch and lunch, preparing the food for meeting, clear up the food for meeting, clean the tools and making food & drink while HK such as make the room in order and beautiful, make bed neat, checking the condition of room and make the room clean whereas in guiding are accompanying the tourist or visitor, telling the tourist and ticketing while in administration receiving payment for electricity and water, translating and lecturing.

The advantages got from apprenticeship are finding out knowledge, getting experience and having some friends while guiding only gets experience and knowledge whereas in administration get experience and some friends.

The problems faced by the students in apprenticeship are adaptation, not enough knowledge of F&B and get a place for apprenticeship while in guiding are adaptation and to get data whereas in administration are to get a place for apprenticeship and adaptation.

4 SUGGESTION

Dealing Business apprenticeship from students of English Department, Faculty of Teacher Training and Education in even semester in 2014, there are some suggestions for the organizations, university and for the students who will join business apprenticeship. They are:

1. It is better if university has linked and match organization partner for joining apprenticeship.
2. Receiving students for apprenticeship does not mean to open the secret of the organization moreover the organization will get benefit by new information dealing human resources, management for increasing its quality and quantity.
3. Take Business English apprenticeship should be ready to be refused. Refusing does not mean losing but change or find out another ways to success and the students should add their knowledge not only from campus but also reading by their selves.

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TRANSLATION TECHNIQUES IN RENDERING LEXICAL ITEMS OF INDONESIAN FIGURATIVE SENSES INTO ENGLISH

Frans I Made Brata
I Wayan Mulyawan
fbrata@gmail.com

Faculty of Letters, Udayana University

Abstract

The different vocabularies of two linguistics systems and cultures of two languages may make the student's task in transferring the meaning of the source language into the target language is not easy. The aim of the study is to explain the kinds of translation techniques of the lexical items of Indonesian figurative senses into English. Larson,(1998:169-193) proposed two principles translation techniques. Form and Meaning-Based Theory used to identify and explore the lexical equivalent which is due to the cultural gap. Descriptive qualitative methods used to analyze the shared and unknown lexical items of figurative senses of an Indonesian novel entitled Perburuan (Toer, 1975) and its translation in two English versions in the same title Fugitive (Aveling, 1987 and Samuels, 1992). They are not opposed to but used to support the analysis. It was found in the study that: (1) Lexical equivalents when concepts are shared. They are: non literal equivalents, descriptive phrases, using relative words as equivalents, generic-specific words, and secondary and figurative senses. (2) Lexical equivalents when concepts are unknown. They are: form and function, equivalence by modifying a generic word, equivalence by modifying a loan word, and cultural substitutes. The two kinds of the translation techniques can be used as a model in translation the lexical items of figurative senses.

Key words: figurative senses, translation techniques, shared and unknown concepts

1   INTRODUCTION

Theoretically, it is widely known that every translation is intended to achieve '*the closest natural equivalent to the source language message*'. Nida, (2004:: 136) defined that the three essential terms: (1) *equivalent*, which points toward the source language message, (2) *natural*, which point toward the receptor language, (3) *closest*, which binds the two orientations together on the basis of highest degree of approximation. Practically, however, the translation which binds the two orientations together is not always easy. It is due to the difference of two linguistic systems and especially cultures of two languages which are not in the same families. The fact that the lexical items of the figurative sense are spoken by Indonesian people does not always have the same concept as the culture English people will make the translator task is not easy. The dilemma is whether the translator has to keep the form, as a form-based translation, for the accuracy of the source language message, or to adapt the meaning, as a meaning-based translation, for the intelligibility and acceptability for its reader.

The previous translation studies have discussed a lot about the translation techniques, but none of them were related to the translation method and ideology. It means that prescriptively they talked only how the word choices were done by the translator. This subjective analysis does not give the proper reason because it does not relate to the translation method and ideology which encompass the certain choice of word not another based on their orientations. To conform that there is no absolute equivalence the aim of the study is to describe the kinds of translation techniques in rendering lexical items of Indonesia figurative senses into English.

2 RESEARCH METHOD

The data were collected by the researcher through observation and note-taking.

The techniques of observation and note taking were used to collect the translation data in the form of the Indonesian lexical items of the figurative senses and their translation equivalents into English. The steps through which the techniques of observation and note taking were used are as follows:

The researcher observed the source language in order to identify the English terms of address and their translation equivalents into English. Having identified then noted down and classified depending on the characteristics of the data before they were analyzed in order to discover and the techniques used to translate them, leading to the application of the translation. The techniques of observation and note taking were also used to collect the data related to the translation techniques, methods, and ideologies. The next steps are the data the data were classified, encoded, and analyzed, conclusions were drawn, and suggestions were recommended and implications of the study were explained.

The model data analysis adopted in the present study was the interactive data analysis proposed by Miles & Huberman (1994: 22-23). It had three components; they were data collection/reduction, data presentation, and conclusion drawing/validation as described as follows.
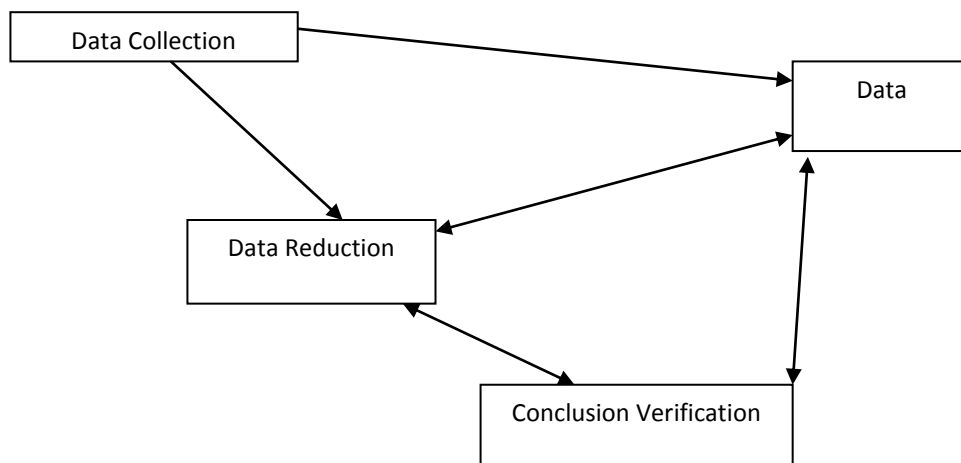
Interaction Analysis Process (Sutopo, 2002: 187)

According to the model of interactive data analysis described above, the data analysis started by collecting the data needed. The collected data were then reduced. The data which were irrelevant to the objective of the study were discharged. Then, the data

which had been reduced were presented based on their classifications and natures. After that, the data were verified and conclusions were drawn. However, if the researcher felt that there were still a few problems with the conclusions drawn, then he could get back to the data collection and reduction until he believed that the conclusions which were drawn were correct.

3 FINDINGS

The study in the translation of the Indonesian lexical items of the figurative senses in two translated English versions was conducted based on the following basic assumptions.

> The technique of translation is the realization of the strategy of translation, which cannot be separated from the process of translation, which is influenced by (a) the linguistic and cultural systems of the source language and target language; (b) the translator's ideology and preferences, and (c) the target readers as the main users of the translation.
>
> The translation technique, method, and ideology used and the quality of translation yielded are closely related to each other. It might be assumed that the accurate application of the translation technique, method and ideology contributes to a quality translation work and vice versa.
>
> As the linguistic and cultural systems of the Indonesian language and the English language are different. The translation technique, method and ideology used to translate the lexical items of the figurative senses. Would be causality, meaning that the application of technique, method and ideology to translation did not only take the accuracy and readability of the message into account, but also the background of the reader.

4 DISCUSSION

The concept of meaning of the source language in a culture only will be well understood by the people grown up in that culture. People in a culture express his own way of living influenced by his cultural background. It means that in translating Indonesian figurative senses into English the translator has not only to be bilingual but also bicultural. Larson, (1998: 121) proposes some types of figurative senses as metonymy, synecdoche, idioms, and hyperbole which are based on associative relation with the primary senses.

4.1 Translation Ideology

Hatim (2001: 230) defines an ideology as "a body of assumptions which reflects the beliefs and interests of an individual, a group of individuals or an institution". An ideology is a principle adhered to by an individual or a group of people. The ideology they adhere to cannot be separated from the cultural values they have. It is the basis for the ways of thinking, acting and behaving. The ideology adhered to by an individual or a group of people can be exemplified by political, economic, religious, and socio-cultural behaviors. And one of the linguistic behaviors is reflected by the translation behavior or translation ideology.

According to Hoed (2003), the translation ideology refers to the principle of or belief in what is "right or wrong". Such a principle or belief is highly relative. A translation work may be good to a group of people and it may be also be bad to another group of people. The group of mutineers in Aceh called their movement _Gerakan Aceh Merdeka_ (GAM); however, the Indonesian government called such a movement

separatist movement. Similarly, the Palestinian and Indonesian communities call those who fight against Israelis the Palestinian fighters. However, the Israelis call them terrorists. It is clear that the same object is differently perceived as a result of different ideologies. If a translator is faced with such two terms, he should choose one and the term chosen will clearly reflect his ideology.

Hatim, based on his orientation (2001:229-230), divides the translation ideology into two; they are (a) foreignizing translation: "a translation which deliberately breaks target conventions by retaining something of the strangeness of the foreign text"; and (b) domesticating translation: "a translation in which a transparent, fluent style is adopted to minimize the strangeness of the foreign text." Zhao Ni states almost the same thing that domestication refers to the target-culture-oriented translation in which unusual expressions to the target culture are exploited and turned into some familiar ones so as to make the translated text intelligible and easy to target readers." It can be stated that the two classifications above refer to the translator's mediation or interference with the translation process. The translator can either leave the writer in peace as much as possible, and bring the reader to him, commonly termed as foreignization, or he can leave the reader in peace as much as possible and bring the writer to him, commonly termed as domestication (Hatim in Mason, 1997: 146; Hatim, 2001: 46).

4.2   Translation Method

The orientation of translationrelated to the principle referred to by a translator to determine the direction towards which his translation ideology is oriented. If he considers that a culture and a system need to be appreciated and maintained, then he will adhere to the foreignization ideology. However, if he considers that his translation should be adjusted to the system and culture applicable in the target language, then he will adhere to domestication ideology.

The ideology adhered to by the translator will highly determine the translation method used; in other words, the ideology adhered to by the translator will determine the translation process; in this case, the translator's objective plays an important role in determining what ideology will be referred to (Molino and Albir, 2002: 507-508). Therefore, the translation ideology is proportionally compared to the translation method. If the translator adheres to the ideology of foreignization, then he will choose the translation methods which are oriented towards the target language. Conversely, if he adheres to the domestication ideology, then he will choose the translation methods which appreciate the system and culture applicable in the target language.

The translation ideology is the pre-existing entity in the translator himself and the translation methods are chosen based on it. In other words, the translation ideology is basically on the super macro level or outside the text. However, the translation method is a global option which affects the whole text, which is determined before the translator does his work. As the translation method influences the whole text, the global option is in the macro level. It can only be identified or observed in the translation text rather than in the micro level (sentence, clause, phrase or word).

Based on its orientation, the translation method is divided into two; each is made up of four sub translation methods. The first includes word- per -word translation method, literal translation method, loyal translation method and semantic translation method. The first highly appreciates the system and culture applicable in the source language. The second includes adaptation translation method, free translation method, idiomatic translation method and communicative translation method. They second highly appreciate the system and culture applicable in the target language. Therefore, they lead to the translation works which are highly natural and friendly to their readers.

In *A Text Book of Translation,* Newmark (1998:45) explains the eight translation methods in one diagram referred to as a V-diagram, as adapted below.

Orientation toword BS   ***Orientation toword BT***

Word-for-word translationA d a p t a t i o n

Literal t r a n s l a t i o nFree t r a n s l a t i o n

Faithful translationIdiomatic t r a n s l a t i o n

Semantic translation   Communicative translation

Diagram; Translation Method (Newmark, 1998:45)

The diagram above shows that translation methods are similar to translation ideologies in regard to the fact that they have two poles. The left pole gives emphasis on source language framed by the semantic translation method, while the right one gives emphasis on target language framed by the communicative translation method. Each translation method is briefly discussed below (comp. to Semantic and Communicative Translation in New Mark, 1981:38 and 62).

Word-for-word translation method is highly attached to the system and culture of source language. The word order in the source language text is approximately the same as that in the target language text. Direct equivalence takes place in the word level and is made without paying attention to the context of the word in the sentence.

As word-for-word translation method, in the literal translation method equivalence also takes place in the word level and is made without taking the word context in the sentence into account. The difference is that the literal translation method requires structural adjustment. In other words, the translation produced has been adjusted to the rules applicable in the target language.

As implied by its name, the faithful translation method maintains exactly the same structure to find out the contextual meaning of source language text although it is not in accordance with the source language grammatical structure.

Semantic translation method aims at finding out equivalents in the lexical level by maintaining the source language meaning. The concept of a word in source language is stated to be equivalent to that in target language if the meaning components or semantic features are the same. The semantic translation method frames the above three translation methods.

Adaptation translation method is identical with thetranslation method. The reason is that the translator is completely free to adapt the source language culture to the target language culture. The translator may adapt the source language text to the target language text in regard to the name of a doer, the place where and the time when something happens in the source language text in such a way that the translation produced is close or familiar to the target readers. This method can only be applied in the literary text. However, it will be better if it is not applied to any sensitive text such as legal text and religious text. The reason is that the result may be fatal.

The translation method which is similar to the adaptation translation method is the free translation method. However, when applying this method, the translator is only free in his way of translating the message of the source language to the target language. The equivalent made by the translator is not in the word level but in the text level.

The idiomatic translation method attempts to reproduce the "message" in source language in target language; however, it tends to damage the meaning nuance by using colloquial and idiomatic expressions which target language does not have.

The other translation methods which are oriented towards target language are the communicative translation methods which highly pay attention to the impact the translation work has on the reader. However, it is highly difficult to create such a translation work. The communicative translation method frames the three translation methods above.

4.3   Translation Techniques

Experts in the translation studies principally classified two types of equivalence by applying the various translation techniques. Catford (1965) introduced Formal Correspondence and Textual Equivalence which is applicable for legal text. Further, Nida (1982) proposed Formal Equivalence and Dynamic Equivalence for the sensitive text as translation, Blum-Kulka (in Venuty, 2004) recommended Text Focused and Reader Focused Shift of Coherence for a medical text, and Larson (1998) proposed Form Based and Meaning Based-Translation for a narrative text bounded with cultures. In general, it can be stated that the first type of equivalence refers to the source language message and the second type refers to the target language message.

Translation techniques are ways of coping with matters pertaining to equivalents and it is applied when the translation activity is going on. Therefore, a translation strategy is part of translation techniques, which can be observed from the product or translation work. Molina and Albir (2002:509) state that a translation technique is a procedure (comp. to Vinay and Dalbernet, in diagram V, A Methodology for Translation: Direct and Oblique Translation in Venuty, 2004: 128) to classify how equivalence takes place and can be applied to various units of words or phrases.

The translation ideologies and methods, techniques can also be oriented towards two poles. The first pole is oriented towards the source language culture as a Form Based-Translation. The second pole is oriented towards target language culture as a Meaning Based-Translation. In micro level, the translation techniques can be cohesively identified from the relationship of their potential meanings in a linguistic meaning. In macro level, the translation techniques are framed by the translation methods. The translation methods orientations can be explained from the coherence relationship of their selected meaning potentials in a social domain. In the super macro level, the translation methods are covered by the translation ideologies.

Larson (1998: 169-179) proposed nine ways or translation techniques in finding lexical equivalents which can be applied in the translation of the secondary senses. They can be divided into two: (1) Lexical equivalents when concepts are shared. They are: non literal equivalents, descriptive phrases, using relative words as equivalents, generic-specific words, and secondary and figurative senses. (2) Lexical equivalents when concepts are unknown. They are: form and function, equivalence by modifying a generic word, equivalence by modifying a loan word, and cultural substitutes.

4.4   Lexical Equivalents when Concepts are Shared

To determine the source language message the translator should study carefully the syntactic, semantic, and pragmatic of the lexical items of the figurative sense of the source language text in a communication situation before reconstructing the same message using the natural target language forms.

Non Literal Equivalence

(1). Dan segerombolan orang itu nampak hitam - hitam - putih *sebagai sekelompok burung kali.*(Toer, 1975:196)	(1a). In the dim light the group of men before him looked *like a flock of black birds.*(Aveling, 1987:196) (1b). The soldiers were black and white *like a flock of river birds.* (Samuels, 1992:196)
(2). Hardo membungkuk. Gadis *bermandikan darah.* (Toer, 1975:342)	(2a). Hardo bent down to see Ningsih *covered in blood.* (Aveling, 1987:342) (2b). Hardo bent down. The girl was *bathed in blood.* (Samuels, 1992:342)
(3). Bajingan! terdengar maki yang mengamuk. Dan maki itu bersambut-sambut dari *mulut-kemulut.* (Toer, 1975:207)	(3a). "Son of a bitch!" One sleepy curse was soon followed by others as they passed *from one mouth to another*. (Aveling, 1987:207) (3b). "Bastards!" a sleeping man yelled. The curse passed *from mouth to mouth.* (Samuels, 1992:207)

Examples (1a), (2a), and (3a) are non literal equivalents. The changes of of point of view between two cultures are covert, but they are quite acceptable. The lexical items of simile *sekelompok burung kali* was translated into *black bird*, the hyperbole *bermandikan darah* into *covered in blood*, and the metonymy *dari mulut ke mulut* into *from mouth to another*. Semantically, the combination of the lexical items of meaning components is different from the source language. As a communicative translation method, the translator attempts to render the contextual meaning in such away that his translation readily comprehensible. However, the examples (1b), (2b), and (3b) are semantic translation as can be seen overtly in the target language lexical items *flock of river bird*, *bathed in blood*, and *from mouth to mouth*. As a semantic translation method, the translator aims at finding out the exact meaning by keeping the source language forms.

4.5   Descriptive Phrases

(4). Dan anak-anak kecil berenang-renang *di air yang kuning itu.* (Toer, 1975:223)	(4a). Young children played in *the yellow water* around them. (Aveling, 1987:223) (4b). Small children swam in *the yellow muddy water.* (Samuels, 1992:223)
(5). Dan untuk pertama kalinya dalam seluruh hidupku, aku mulai berjalan malam hari dengan *membabi buta.* (Toer, 1975:151)	(5a). And so, for the first time in my life, I began to go out to night - *in no certain direction...* (Aveling, 1987:151) (5b). For the first time in my life, *longs walks.* (Samuels, 1992:151)
(6). Ketenangan malam di kota kecil itu *dalam sekejap mata* lenyap. (Toer, 1975:188)	(6a). *... the night's calm disappeared.* (Aveling, 1987:188) (6b). The night calmness of the small town *had gone completely.* (Samuels, 1992:151)

Descriptive phrases used in the target language when the words in combination in the source language are semantically complex. It can be clearly seen that example (4a) *air yang kuning* was translated literally into *the yellow water*. The implicit meaning was left implicit. As a part of a semantic translation method, the literal translation applied at the word level was without the secondary meaning of the word *air kali yang kuning*. Conversely, as the communicative translation methodwere used in the following examples. In (4b), the implicit meaning was made explicit by using a descriptive phrase *the yellow muddy water*. It is common in the source text that the *yellow water* was due to the mud to mean dirty. In addition, finding the equivalent translation for the uncommon animal and its characteristic sometimes are difficult. In (5a) the metaphor EVENT *membabibuta* were translated in (5a) into a prepositional phrase *in no certain direction*, and in (5b)a noun phrase *long walks*. Similar to (5), the EVENT of a person *sekejap mata* in (6) was translated into *disappeared* in ((6a) and *had gone completely* in (6b). The semantic feature showing quick action was loss of information in the target language. The descriptive phrases of the translation techniques have proven that there is no one-word for one-word translation the figurative sense.

4.6   Using Related Words as Equivalent

(7). Dia sehat, … sehat *seperti kerbau*. (Toer, 1975: 177)	(7a). And he's as strong *as a buffalo* (Aveling, 1987: 177) (7b). He's strong – as strong *as on ox*. (Samuels, 1992: 177)
(8). Sebentar saja, dan hilanglah *kuda besi* itu dari pemandangan. (Toer, 1975:254)	(8a). A moment later *the locomotive* had disappeared, (Aveling, 1987:254) (8b). They blew their whistles once as they crossed the bridge, then the *iron horses* vanished too. (Samuels, 1992:254)
(9) .Kembali Hardo mengangkat lengannya. Sesekali ini sampai sipat lengan itu pada bahunya, dan tangannya berdiri *sebagai orang menahan lemari jatuh.* (Toer, 1975: 331)	(9a). Hardo raised his hands again, this time to shoulder hight, *as if to stay a tumbling wall.* (Aveling, 1987:331) (9b). Hardo lifted his arms, *like a man trying to push back a falling wall.* (Samuels, 1992:331)

Different geographies of two cultures sometimes do not have a matching of synonyms related to a given concepts. In the examples (7a) and (8b) the two animals *kerbau* and *kuda besi* were translated literally into *buffalo* and*ironhorse*. As a semantic translation method they are interchangeable. However, in (7b), (8a), and (9) there are changes in point of view. Those three words were changed to the cultural related words as *ox*, *locomotive*, and *wall*. How the EVENT *menahan* translated into *to stay* and *to push* backin (9a) and (9b) are not in focus. As a communicative translation method, they have different forms but have the same functions of meaning.

4.7   Generic – Specific Words

(10). Aku akui . . . memang aku penjudi. Memang aku *hamba meja judi.* (Toer, 1975:161)	(10a). "I admit it. I am gambler, a *slave of the gaming table.* (Aveling, 1987:161) (10b). "I admit I'm gambler, a *slave of the card table.*

	(Samuels, 1992:161)
(11). Hanya Tuhan jualah yang maha mengetahui betapa besar hasratku membawa anak *ke bawalt atap* kami. (Toer, 1975:54)	(11a)"Only God the Most Powerful knows how much I'd like to have you *beneathour roof once more.* (Aveling, 1987:54) (11b) "Only God the All-knowing knows how much I want you *undermyroof.* (Samuels, 1992:54)
(12). Dan komisaris polisi itu menjadi oleng *sebagai perahu* ditumbuk ombak samping. (Toer, 1975: 330)	(12a). The police commissioner swayed back and forth like *a small boat* hit by a wave, (Aveling, 1987:330) (12b). The police commissioner shook *like a canoe* hit by a large wave, (Samuels, 1992:330)

There are three matters in translation related to generic-specific words. First, generic to generic. The lexical generic items of the figurative senses in (10) *hambameja judi* was translated into generic items in (10a) *a slave of gaming table*, and (11a) *bawah atap kami* into *beneath our roof*. As a semantic translation, the secondary meaning of the source language was exactly transferred following the system and culture of the source language. Second, generic to specific. The generic terms *hamba meja judi* and *kebawahatapkami* were translated to the specific items. The lexical item *judi* into *card*in a more natural target langue form as in (10b) and the pronoun *our* into *my* to evoke more emotional meaning for its reader as in (11b).Third, specific to specific. Sometimes, two languages have a matching of synonym related to a given concept as in (12b). The word *perahu* was translated into *canoe*. However, in (12a) to make it more specific the word *perahu* was translated in a descriptive phrase *a small boat*. The communicative translation method used for the second and third matters were highly used for the impact on the reader side.

4.8 Secondary and Figurative Senses

(13) … Ia diam. Kepalanya diangkat dan memperhatikan kere yang merangkak mendekati *seperti besi kena tarikan magnit.* (Toer, 1975: 147)	(13a). He lifted his head to look at the beggar, who had been drawn closer to him, *like a needle to a magnet.* (Aveling, 1987:147) (13b). He was silent and lifted his head to watch the other man crawling towards him, *like a piece of iron drawn by a magnet.* (Samuels, 1992:147)
(14). Selama setengah tahun ini! Tak berbaju!*Telanjang kaki pula.* (Toer, 1975:78)	(14a). Half a year now, with no clothes on your back, *and barefoot*, … (Aveling, 1987:78) (14b). "Six months. No shirt, *no shoes.* (Samuels, 1992:78)

In one hand the same collocation may occur in two languages as in (13b). As semantic translation method, the source language forms were kept for the accuracy. It can be easily seen when the lexical items *besi* and *magnit* are semantically synonym as in

target language *iron* and *magnet*. In the other hand, as a communicative translation method, collocation needs forms adjustment for the naturalness. To indicate the desired meaning, the same function of meaning of the word *besi* underwent form adjustment into *needle* in (13a), and the shared concept of the lexical items *telanjang kaki* in (14a) was translated into a secondary sense of lexical items *bare foot*, and a descriptive phrase *no shoes* as in (14b).

4.9 Lexical Equivalents When Concepts are Unknown

To find lexical equivalent in the same FORM and FUNCTION of the source culture is not always easily available. The different of geography, of way of living, of belief, and other uniqueness of a culture will influence the difference of the two language properties.

4.10 Form and Function

(15). Penjudi itu mengangguk kuat. Dan Jepang itu menggerutu *seperti kucing,* kemudian meledakkan tak kesenangannya. (Toer, 1975:197)	(15a). The gambler nodded quickly. The Japanese officer *snarled* and spat his displeasure. (Aveling, 1987:197) (15b).The gambler nodded vigourously. The Japanese officer growled *like a cat* and then gave way to his anger… (Samuels, 1992:197)
(16). *Ada Kabar raksasa*, kata Kartiman tiba-tiba jadi gembira. (Toer, 1975:245)	(16a). "Yes, *big news?* Kartiman answered with sudden cheer. (Aveling, 1987:245) (16b). "Yes, *Great news"* Kartiman said, suddenly delighted. (Samuels, 1992:245)
(17). Kadang-kadang kelelawar melela di udara *seperti layangan mencari lawan.* (Toer, 1975:35)	(17a). Bats swept through the air *like children's kites in frantic competition.* (Aveling, 1987:35) (17b). From time to time, bats swaggered into the sky *like kites in search of prey.* (Samuels, 1992:35)

Searching correspondence of form and function is another option in finding the equivalent. In one hand, it can be stated that a translator is concerned with the equivalent of FUNGTION or EVENT rather than FORM or THING as can be seen in (15a), (16b), and (17a). The simile of THING *seperti kucing* was described in an EVENT snarled, the FORM of *kabar raksasa* into the FUNCTION of *big*, as well as the EVENT *mencari* in the FORM *in frantic competition*. As a communicative translation method, changes in point of view have to be done for the target reader. In the other hand, the other translator is concerned with the same equivalent of FORM or FUNCTION as in (15b)), (16a), and (17b). The simile of the THING *kucing* was simply retained in the THING *cat*, the THING *raksasa* into the FORM of *big*, and the EVENT *mencari* into the same EVENT *in search of*.

4.11 Equivalence by Modifying a Generic Word

(18) Apa kata *bibir istrimu* itu? tanya kere itu hati-hati. (Toer, 1975:149)	(18a). "What does your *wife say?"* the beggar asked carefully. (Aveling, 1987:149)

	(18b). *" What did the lips say?"* the beggar carefully asked. (Samuels,1992:149)
(19).Apa yang dulu anak sukai, sekarang *tak menarik hati* lagi rupanya. (Toer, 1975:73)	(19a). "I guess you *don'tcare for* any of the things you used to like. (Aveling, 1987:73) (19b).You *don't seem to like the things* you used to. (Samuels, 1992:73)
(20). Dan kini, orang-orang . . . bila menyebut-nyebut nama anak . . . hanya *menyebut-nyebut dalam hati* dengan takzim dan hormat. (Toer, 1975:80)	(20a). And now, when people mention your name, *it's whispered softly* and in a tone of honor and respect. (Aveling, 1987:80) (20b).And now, if they ever do mention your name *it's only to them selves,* respectfully and with honour.(Samuels, 1992:80)

There is certain word or phrase for THING or EVENT in the receptor language which sounds strange for the reader. There were adjustment of the source language forms to avoid an obscure meaning as in (18), (19), and (20). The different cultures has made shift in translation is unavoidable. As a communicative translation method, the translator changed the grammatical category of the noun THING *bibir* in (18a) by substituting it into the verb EVENT *say*. In addition, although the word *lips* was retained as in (18b) the function *say* was added. Similar to (18), the unknown figurative sense of the lexical item *hati* was described in the target language as in (19), and (20). *Tak menarik hati* was described to *don't care for* and *don't like the things*, and *dalam hati t*o whispered softly or *it's only to themselves*.

4.12 Equivalence by Modifying a Loan Word

(21). Hanya karena anakku sekarang sudah jadi *kere*. dan karena dia bukan hamba Nippon lagi . . . hantba Nippon yang terhormat lagi. (Toer, 1975:205)	(21a). "Just because my boy is *a beggar* now and not *a Japanese slave, a respected Japanese slave.* (Aveling, 1987:205) (21b). "Just because he is *a beggar* and no *longer servant to the Japanese - no longer a man of standing.* (Samuels, 1992:205)
(22). Betul ada *Keibodan*, betul ada *Seinendan* seperti di tempat-tempat lain, tapi mereka semua hanya kerbau belaka. (Toer, 1975:81)	(22a) Sure, we have *the watchmen* and *youth corps* just like in other places, but they're *a herd of dumb buffalo.* (Aveling, 1987:81) (22b). There are *Keibodan* and *Seinendan* just as there are everywhere,but they're all oxen. (Samuels, 1992:81)

Kere in (21) is a loan word from Javanese, and in (22) *Keibodan* and *Seinendan* are also loan words from Japanese. They are almost unknown word for the target language. Mostly, the form of the loan words such as geography, places, and the names of the people are kept constantly for the accuracy. In (22b) the loan word *Keibodan* and *Seinendan* were kept implicit by letting the reader guess the meaning as a semantic

translation method. However, as a communicative translation method, in (21a), (21b) the loan word *kere* was translated into a generic word *a beggar* as well as the loan word *keibodan* in (22a) translated into *the watchmen.*

4.13 Equivalence by Cultural Substitutes

(23).Betul ada Keibodan, betul ada Seinendan seperti di tempat-tempat lain, tapi mereka semua hanya *kerbau belaka*. (Kiasan Binatang) (Toer, 1975:81)	(23a). Sure, we have the watchmen and youth corps just like in other places, but they're *a herd of dumb buffalo.* (Aveling, 1978:81) (23b). There are Keibodan and Seinendan just as there are everywhere, *but they're all oxen.* (Samuels, 1992:81)
(24). Matanya melihat *ke kiri dan ke kanan*, ke keliling ruang itu, *kemudian berhenti pada mata Karmin.* (Toer, 1975:309)	(24a). She looked *to the left and right,* studying the room, but onceher eyes met Karmin's she stopped. (Aveling, 1978:309) (24b). She looked *right and left*, around the room, beforeher eyes met Karmin's.(Samuels, 1992:309)
(25).Dan maki adikmu itu kujawab begini, walau Den Hardo ada *di bawah mataku sekalipun,* aku takkan melihat dia. (Toer, 1975:51)	(25a). I told her, 'Even if Hardo *is in front of my eyes*, I will not see him!' (Aveling, 1978:51) (25b). I told her, 'I wouldn't see him, even if hewere *undermy very nose*!' (Samuels, 1992: 51)

The names of animal, direction, and part of the human body were semantically translated in the target language. The lexical item *kerbau*was translated into *a buffalo* in (23a), *ke kiri dank ke kanan*was translated into *to the left and right* in ((24a), and *mata*was translated into *eyes* in (25a). They were translated word-for-word translation. As a semantic translation method, the linguistic transfer is acceptable. However, the reader may have the different ways of expressions or by saying: that's the ways how we are used to say it as *kerbau*translated into the different form of*oxen* in (23b), *ke kiri dank ke kanan* translated into a different clock wise as *right and left* in (24b), and the one part of the human face *mata*translateddifferently into *nose* as in (25b). The communicative translation method has made the target language sounds natural.

There were 9 translation techniques in rendering the lexical items of the Indonesian Figurative senses into two English versions. The two translated texts were using the semantic translation method and the communicative translation method alternately. It indicates that in the narrative text every translator has his own translation ideology. As foreignization ideology, the translator brings the reader to the author by keeping the source language form for the accuracy then lets the reader guess the meaning. And, as the tdomestication ideology the translator adapt the source language cultural

specific meaning as natural as possible to be easily understood for its reader as if it was read as not a translation.

5   CONCLUSION

There are 9 kinds of the translation techniques in rendering lexical items of Indonesian figurative senses into English. They can be classified into two major points. Form Based-Translation and Meaning Based-Translation.. The Form Based-Translation which was framed by the Semantic Translation applying Word-for-Word Translation, Literal Translation, and Faithful Translation. Conversely, the Meaning Based-Translation which was framed by the Communicative Translation applying Adaptation Translation, Free Translation, and Idiomatic Translation. There were 2 out of 9 translation techniques were applied related to the Meaning Based Translation. They were literal translation techniques when concepts are shared, and loan word when concepts are unknown. Translator's preferences may influence to either Form or Meaning Based-Translation related to the translation techniques, methods and ideology.

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ENGLISH FOR SPECIFIC PURPOSES: A COMMUNICATIVE COMPETENCE TEACHING METHODIN TOURISM VILLAGE

Ni Nyoman Tri Sukarsih
Ni Made Diana Erfiani

Dhyana Pura University

Prof. Dr. Made Budiarsa, MA
trisukarsih_dp@yahoo.com

Udayana University

ABSTRACT

The ability to communicate in English is vital in order to be able to participate and to get a benefit from international communication. That is why English teachers play an important role in the success of English Language Teaching especially to prepare the community in tourism village to be ready to face national and global challenges. Based on the fact that Bali has become international due to development of tourism, a number of villages in Bali will be a tourism community based, that need to be trained English for Specific Purposes (tourism English) as a compulsory subject. English as an international language means that English is used by people of different nations to communicate with one another. English, also as foreign language means that English is used by person for the communication with others who are not from their country. Both teachers and students (community in tourism village) should be aware that language is created not to be just analyzed; it is also meant to be used in conveying our messages or wants. The main objective teaching and learning English is to train them to use language being learnt in its real setting. Therefore strategies for teaching implemented geared towards the mastery of various language functions, which will be a main stream in Communicative Competence.

Keywords: language function, objective, communicative competence

1 INTRODUCTION

Competency-Based Instruction (CBI) is an approach to the planning and delivery of courses that has been in widespread use since the 1970s. The application of its principles to language teaching is called Competency-Based Language Teaching (CBLT) – an approach that has been widely used as the basis for the design of work-related and survival-oriented language teaching program for adult. It seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life. Recently competency-based frameworks have become adopted in many countries, particularly for vocational and technical education. They are also increasingly being adopted in national language curriculum, as has happened recently in countries such as Indonesia, Thailand and the Philippines (Suparma and Sudiana, 2008).

Blimbingsarivillage, which is a Christian village in Western part of Bali has beenbecoming asone of the most attractive tourist destinations in Bali. In 2012, totalvisitors reached2,593, consistedof 174foreign touristsand2,419domestic tourists. Based on thefactthat thevisitors ofBlimbingsarivillage notjustcome from withinIndonesia, but also from abroad, thevillagersneed communicationmedia especially Englishas the language ofinternational relations.

By implementing observation on the teaching of English for Specific Purposes, it is expected that the villagers are able to communicate directly with visitors of Blimbingsari village. They are expected to provide service to guests with home stay standards, such as providing food services, and give a description of the tourist's sights. It aims to be able to give first impression that attracts visitors of the village.

In this case, the proper method to provide training on English for Specific Purposes is Communicative Competence. This method emphasizes the direct conversation with an interactive teaching competencies, which means this activity is focused on how villagers can communicate with one another in English.

2 COMMUNICATIVECOMPETENCE

We have to define what we mean by the term communication. There are several definitions about it and the one proposed by Fiske (1982) is appropriate for our present need. Communication according to him is "social interaction through messages" or "… production and exchanges of messages cannot be done in vacuum; language takes its role and becomes the medium or carrier of the message.

Knowledge about the internal mechanism of language is purely the concern of the science of linguistics; and the relationship between language and society is the domain of sociolinguistics. The collolaries of these are the ideas of linguistic competence and communicative competence. Gumperz (1972:205) explains that "… linguistic competence covers the speaker's ability to produce grammatical correct sentences, communicative competence describes his ability to select, from the totality of grammatically correct expressions available to him, forms which appropriately reflect the social norms governing behaviour in specific encounters."

Saville-Troike (1982:25-26) further adds that for an act of communication to be successful, the following linguistic, interactional and cultural phenomena must be taken into considerations.

1. Linguistic knowledge which includes verbal and non-verbal elements, patterns of elements in particular speech events, range of possible variants and meaning of variants in particular situations
2. Interactional skill which cover perception of salient features in communicative situations, selection and interpretation of forms appropriate to specific situations, roles, relationship (rules for the used of speech), norms of interaction and interpretation and strategies for achieving goals.
3. Cultural knowledge which includes social structure, values and attitudes, cognitive map/schema, unculturation process (transmission of knowledge and skills).

Another scholar in sociolinguistics, Dell Hymes (1974) proposes the following strategies which he shortens into SPEAKING for a successful verbal communication.

1. Setting and Scene (S). Setting refers to the time and place, i.e. the concrete physical circumstances in which speech takes place; scene refers to the abstract psychological setting, or the cultural definition of the occasion.
2. Participant (P) refers to the people who are involved, e.g. speaker – listener, addressor – addressee, and sender – receiver.
3. Ends (E) generally refers to the expected outcome of an act of communication and the personal goal that the participants seek to accomplish.
4. Act Sequence (A) refers to the form and content of what is said: words used, how they are used, relationship of what is said.
5. Key (K) refers to the tone, manner or spirit of the talk: serious, light-hearted, sarcastic, mocking, arrogant, etc.
6. Instrumentalities (I) refers to the option of language channels: oral, written, telegraphic and dialectal, etc.
7. Norm of interaction and interpretation (N) refers to the behaviour and properties attached to speaking: loudness, silence, eye contact, body movements, etc.
8. Genre (G) refers to the demarcation type utterance, e.g. poems, sermons, prayers, lectures, propagandas, editorials, political speech, etc.

Halliday (1985), the founder of the systemic school in modern linguistics, introduces the concept of *context of situation* which consists of the elements of *field* (what is happening), *tenor* (who are taking part), and *mode* (what part the language is playing) in the understanding of linguistic expressions. This concept is parallel to those proposed by Gumperz and Hymes above. The ideas of Gumperz, Hymes and Halliday are very relevant towards the understanding of the concept of communicative competence and contribute to a better personal interaction.

3   METHOD

Method and characterizes a competency-based approach is the focus on the outcomes of learning as the driving force of teaching and the curriculum. Auerbach (1986) identifies eight features involved in the implementation of CBI programs in language teaching. The goal is to enable students to become autonomous individuals capable of copying with the demands of world.

1. Rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function. Those forms are normally determined by needs analysis.
2. What counts is what students can do as a result of instruction. The emphasis is on overt behaviours rather than on knowledge or the ability to talk about language and skills.
3. Language learning is broken down into meaningful chunks. Objectives are broken into narrowly focused sub-objectives so that both teachers and students can get a clear sense of progress.
4. Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that students know what behaviours are expected of them.
5. Students are pre-tested to determine what skills they lack and post-tested after instruction on that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested.

6. Rather than the traditional paper-and-pencil tests, assessment is based on the ability to demonstrate pre-specified behaviours.
7. In content, level, and pace, objective are defined in terms of individual need, prior learning and achievement are taken into account in developing curricula.
8. Instruction is not time-based, students progress at their own rates and concentrate on just those areas in which they lack competence.

There are two things to note about competency-based instruction. First, it seeks to build more accountability into education by describing what a course of instruction seeks to accomplish. Secondly, it shifts attention away from methodology or classroom processes, to learning outcomes. In a sense one can say that with this approach it doesn't matter what methodology is employed as long as it delivers the learning outcomes.

4 IMPLEMENTING A COMPETENCY-BASED INSTRUCTION

Based on the characteristic above CBI is good developing English in Vocational School. CBI is often used in programs that focus on learners with very specific language needs. In such cases the specific language skills need to function in a specific context is the focus. The starting point in course planning is therefore an identification of the tasks the learner will need to carry out within a specific setting (e.g. such as in the role of factory worker, restaurant employee, or nurse) and the language demands of those tasks. The competencies need for successful task performance are then identified and used as the basis for course includes the following:

(a)   Identify different kinds of jobs using simple help-wanted ads
(b)   Describe personal work experience and skills
(c)   Demonstrate ability to fill out a simple job application.

The strategic steps that can be taken to implement the idea in the form training of English Specific Purposes for rural communities in Blimbingsari, especially the tourism actors in order to achieve the goal of community based tourism is through the following stages. This stage is practiced when they are handling check-in:

1. Students work in small groups of three to study the appropriate expressions, then the group members discuss each other when they have to use the expressions.
2. Students work in pairs to practice the following stages of handling check-in. One of them become a receptionist and the other become the guest. They use the registration form.

Handle Check-in

Stages of Handling Check-in	Useful Expressions
1.	Greet the guest politely	*Good morning/ good afternoon/ good evening Mr./Ms./Mrs/Madam/Sir* *Welcome to our...* *May I help you Mr./Ms./Mrs/Madam/Sir ?*
2.	Asking guest name and spelling	*May I know you name Madam/Sir ?* *How do you spell your name Madam/Sir ?* *May I spell your name Madam/Sir ?*
3.	Asking length of stay	*May I know your departure date Mr./Ms./Mrs/Madam/Sir*

	and the number of guest	*?* *How many night you will stay Mr./Ms./Mrs/Madam/Sir ?* *For how many person Mr./Ms./Mrs/Madam/Sir ?*
4.	Mention the available room and the facilities	*We have one room available for you Mr./Ms./Mrs/Madam/Sir. The room type is... and the facilities are ...* *The room available are... With the facilities are... Which one do you prefer Mr./Ms./Mrs/Madam/Sir ?*
5.	Mention the room rate	*The room rate is ... per night include/exlude 21 % tax and service*
6.	Asking guest identity card	*May I borrow your ID card Mr./Ms./Mrs/Madam/Sir ?* *I'll make a copy of it*
7.	Finishing the payment	*Well Mr./Ms./Mrs/Madam/Sir, total of your ammount is ...* *The total payment of your bill is ...*
8.	Issueing the room key	*Mr./Ms./Mrs/Madam/Sir, this is your room key*
9.	Last Greeting	*Well Mr./Ms./Mrs/Madam/Sir thank you for choosing our...* *Thank you Mr./Ms./Mrs/Madam/Sir. Hopefully you enjoy your stay* *Have a nice stay Mr./Ms./Mrs/Madam/Sir* *Have a nice holiday Mr./Ms./Mrs/Madam/Sir*

The following is the stages that can be implemented in the form training of English for Specific Purposes for rural communities in Blimbingsari, in order to achieve the goal of community based tourism is through the stages which is practiced when they are handling check-out:

1. Students work in small group to study useful expressions and discuss each other when they use the expressions.
2. Students work in pairs to practice the procedure of handling payment. One of them become a cashier and the other become the guest. They use the form of bill.

Handle Check-Out

Stages of Handling Check-out		**Useful Expressions**
1.	Greeting the guest politely	*Good morning/ good afternoon/ good evening Mr./Ms./Mrs/Madam/Sir* *Welcome to our...* *May I help you Mr./Ms./Mrs/Madam/Sir ?*
2.	Give the bill to the guest	*This is your bill sir/madam* *Here is your bill sir/madam*
3.	Show the amount of the bill	*The total bill is RP....* *Your total bill is USD...*
4.	Ask the guest how s/he will pay.	*How would you like to settle your bill?* *Would you settle your bill by cash?*
4.	Count the amount of money paid or cash collected	*Your total bill is Rp.... and you pay with Rp....*
5.	Finishing the other bill	*Mr./Ms./Mrs/Madam/Sir this is the total payment of your*

	payment	*extra bill*
		Mr./Ms./Mrs/Madam/Sir this is the bill of your drink.
6.	Last greeting	*Mr./Ms./Mrs/Madam/Sir thank you for staying at our house.*
		Mr./Ms./Mrs/Madam/Sir, we will help to bring your luggage
		Have a nice trip Mr./Ms./Mrs/Madam/Sir

The stages below can be implemented in the form training of English for Specific Purposes for rural communities in Blimbingsari, in order to achieve the goal of community based tourism is through the stages which is practiced when they are serving the guest for breakfast:

1. Students work in small group to study useful expressions and discuss each other when they use the expressions.
2. **Students work in pairs to practice the procedure of serving guest to have breakfast. One of them become waiter/waitress and the other become the guest. They use menu list.**

Serve a guest for the breakfast

1.	Greeting	*Good morning Mr./Ms./Mrs/Madam/Sir*
		How are you Mr./Ms./Mrs/Madam/Sir ?
2.	Asking the guest to have a sit	*You may have a sit Mr./Ms./Mrs/Madam/Sir*
		This is your table Mr./Ms./Mrs/Madam/Sir
3.	Presenting menu	*Mr./Ms./Mrs/Madam/Sir this is our menu for today*
4.	Last Greeting	*Well, Mr./Ms./Mrs/Madam/Sir enjoy your meal*

The stages below can be implemented in the form training of English for Specific Purposes for rural communities in Blimbingsari, in order to achieve the goal of community based tourism is through the stages which is practiced when they are taking the guest to do a sight seeing:

1. Students work in small group to study useful expressions and discuss each other when they use the expressions.
2. **Students work in pairs to practice the procedure to take the guests to visit object of tourism. One of them become a tour guide and the other become the guest. They tell the tourism objects directly.**

Take the guest to tourism object

1.	Greeting	*Good morning/ good afternoon/ good evening Mr./Ms./Mrs/Madam/Sir*
		How are you *Mr./Ms./Mrs/Madam/Sir ?*
		Today we would like to visit the...
2.	Explaining the tourism object	The tourism object is located in...
		The unique of this place is...
		The entrence ticket fee is...
		You can ... in this place
		You are not allowed to...

5 CONCLUSION

Based on the explanation above it can be concluded that English for Specific purposes is an important subject for the community in tourism village by employing communicative competence teaching method, because it can help them learn other subjects and develop learning skills, so that they can learn forever. Therefore the learning goal is to develop village communities' communicative competence. In order to reach the goal, teacher needs to conduct effective teaching and learning.

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